Rialto Unified School District

Teacher Induction Program

Preconditions Submission

March 2022

Submitted by:

Wanda Paluba: Induction Program Specialist

wpaluba@rialtousd.org

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Rialto Unified School District Induction Program #611

General Preconditions – Assurances

Precondition (1) (a) Accreditation and Academic Credit:
Not Applicable

Precondition (1) (b) Accreditation and Academic Credit:
School districts and other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

Rialto USD Verification :
Letter of Assurance that states that the Rialto Unified School District's Board of Education fully approves the sponsorship of this Induction Program.

Precondition (2) Enrollment and Completion:
Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor (Rialto USD) will offer the approved program, meeting 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; or
iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event this 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, is included in the Preconditions Report.

Precondition (3) Responsibility and Authority:
To be granted continuing accreditation by the Committee on Accreditation, Rialto USD provides the following information:

a) The position within the organizational structure, Induction Program Specialist (Wanda Paluba) under the direction of Lead Professional Development Agent (Dr. Raymond Delgado), under the direction of the Lead Innovation Agent (Dr. Patricia Chavez), under the direction of the Superintendent (Dr. Cuauhtémoc Avila) is responsible for ongoing oversight of the educator preparation program (Teacher Induction) offered by Rialto Unified School District (General Education and Education Specialist).
b) A description is provided of the reporting relationship between the position described in (a) and the individual who coordinates each educator preparation program (Teacher Induction) offered by Rialto Unified School District:

Induction Program Specialist, Wanda Paluba. Please refer to the link of the organizational structure included in the Preconditions Report- Precondition 3.

c) This LEA provides an assurance that only employees of the approved institution will submit credential recommendations. This assurance includes links to policy that indicates who is responsible for all credential recommendations to the Commission and that the recommending individual will always be a current employee of this approved LEA.

Precondition (4) Lawful Practices

To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention of graduation of students, and decisions regarding the employment, retention, or promotion of employees.

Evidence in Precondition 4 includes page 13 of this report with the Rialto USD non-discrimination policy, a link to eligibilty requirements and an Certificated Teacher evaluation document depicting the critera used for retention.

Precondition (5) Commission Assurances

To be granted continuing accreditation by the Committee on Accreditation,Rialto Unified School District:

a) assures that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission
b) assures that all candidates participating in public school-based field activities hold a Certificate of Clearance form the Commission
c) assures that the approved program sponsor will cooperate in an evaluation of the program by an external team or monitoring of the program by a Commission staff member, and
d) assures that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

Precondition (6) Requests for Data

Rialto USD has identified a qualified officer (Wanda Paluba, Induction Program Specialist) responsible for reporting and responding to all requests from the Commission for data, including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. The institution understands that it is responsible to check the contact information listed on the Commission's approved program page and make any necessary updates at least on an annual basis.

Precondition (7) Veracity in all Claims and Documentation Submitted

Rialto USD positively affirms the veracity of all statements and documentation submitted to the Commission. All statements, documents and information provided to the Commission by the institution are accurate and truthful.

Precondition (8) Grievance Process

Rialto USD's Induction Program has a grievance process for candidates and applicants that is presented to candidates at the Induction Advisement and Orientation. Candidates are informed of the existence of the grievance process when the Induction Handbook is reviewed.

The Induction Handbook housing the Grievance Process and the Induction Advisement and Orientation agenda serves as evidence within the Preconditions Report. A copy of the link to URL to where the Grievance Process is housed is also provided.

Precondition (9) Faculty and Instructional Personnel Participation

*This precondition applies **only to colleges and universities**. Local Education Agencies do not need to address this precondition.*

Preconditions (10) Communication and Information

The Rialto Unified School District Induction Program provides easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs. The URL to the website does not require individuals to provide information to the entity, having to create login and password, or any other barrier to accessing information about admissions requirements, course, and fieldwork requirements, and completion requirements.

Preconditions (11) Student Records Management, Access, and Security

The Rialto USD Induction Program assures that all student records are maintained and retained in accordance with the institution's record retention policy:

(a) The program provides candidates with access to their transcripts/Portability Document and other student records. Candidates continue to have access to their records after program completion or transfer. Candidates can request records via email or phone with proper identification.

(b) Candidate records are maintained in the Induction Office located at the District's Professional Development Center on the Chavez/Huerta Campus at 324 N. Palm Avenue Rialto, CA 92376.

(c) The candidate records are kept securely in a locked file cabinet at the Induction Office away from the public.

Preconditions (12) Disclosure

The Rialto USD Induction Program assures that the institution does not use any outside entity to provide direct educational services to candidates.

Per the General Institutional Preconditions and the Preconditions for Teacher Induction Programs, Rialto Unified School District submits verification, via this statement of Precondition assurances of our agreement to the above stated General Institutional Preconditions **and** for all of the Teacher Induction Program Preconditions stated in the this document.

Dr. Cuauhtémoc Avila, Superintendent

3/3/22
Date

General Precondition 1b – Accreditation and Academic Credit

The Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program

Evidence Submitted:

Verification of Program Approval signed by Superintendent, Dr. Cuauhtémoc Avila – Image Below on Page 5

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RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

February 24, 2022

Board of Education

Edgar Montes
President

Stephanie E. Lewis
Vice President

Nancy G. O'Kelley
Clerk

Joseph W. Martinez
Member

Dina Walker
Member

Superintendent

Dr. Cuauhtémoc Avila

Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95811

Re: Verification of the Governing Board's Approval of Program Sponsorship and Program Assurances

To Whom It May Concern,

I, the undersigned Superintendent of the Rialto Unified School District, submit this letter of verification as evidence of the Governing Board's approval to sponsor the Rialto Unified School District's Teacher Induction Program. The Rialto Unified School District Board of Education agrees to fully fund the Induction Program in its Local Control Accountability Plan (LCAP).

Rialto Unified School District agrees to adhere to all of the requirements put forth by the Commission on Teacher Credentialing (CTC). In addition, the Rialto Induction Program will fully participate in all program evaluation processes in order to maintain the quality of the program and its accreditation status for Multiple Subjects, Single Subjects, and Educational Specialist Clear Credentials. Subsequently, all documentation for program evaluation will be accurate and submitted in a timely manner.

Respectfully,

Cuauhtémoc Avila, Ed.D.
Superintendent

Rialto Unified School District | 182 E. Walnut Avenue Rialto, CA 92376 | (909) 820-7700

General Precondition 2 – Enrollment and Completion

Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting 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 or
IV. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the 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 would need to be developed.

The Rialto USD Induction Program offers the program to enrolled candidates until all requirements listed on the Memorandum of Understanding and Completion Requirements are completed (1) Completion Requirement records are kept in the candidate's portfolio on the Rialto Induction Google Drive. Candidates who leave the employ of the district would also be automatically withdrawing from the program. Candidates may also withdraw from the program by requesting, in writing, their withdrawal (2) Candidates will be dropped from the program if they fail to meet the requirements on the Memorandum of Understanding and Completion Requirements (3) Candidates who are admitted to another approved program in a new district will receive a Portability Document to show which portions of the Rialto USD program were completed. Additional records of completion can be found in the candidates' portfolio that belongs to the candidate. Both of these sources of evidence should provide minimum disruption to the candidates program completion (4) In the event the program closes, it would do so only after all currently enrolled candidates have completed the program. The portfolio and Portability Document mentioned above would give them access to their records.

Evidence Submitted:
Signed Statement of Assurances by Superintendent Page 4
Teach Out Plan – Page 7

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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 Individualized Learning Plan (ILP) progress to date.

TPA/RICA Completion Information

For teachers who need to complete their preliminary Teacher Credential Program requirements, please see the information included in the link below:
CTC Guidance for PS-TVW Candidates
CTC Revised Options to Meet Basic Skills Requirements

General Precondition 3 – Responsibility and Authority

To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each educator preparation program. Include an organization chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the education preparation unit and/or responsible for any aspect of program delivery.

c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

(a) The Rialto USD Induction Program is under the oversight of the Rialto Unified School District's Superintendent, Dr. Cuauhtémoc Avila,(b) The Induction Program Specialist, Wanda Paluba, is under the direct supervision of Dr. Raymond Delgado, the Lead Agent of Professional Development in Education Services who reports to Dr. Patricia Chavez, the Lead Innovation Agent, who reports to Dr. Cuauhtémoc Avila, the Superintendent. The Induction Program Specialist meets with the Lead Agent of Professional Development bi- weekly.The Lead Agent of Professional Development provides feedback on the Induction budget, engages in communication that is pertinent to program processes, policies and program data. (c)The Induction Program Specialist is a full-time certificated employee of Rialto Unified School District whose duties regarding credential recommendations are provided as a current employee of the Commission-approved institution. The process for submission is as follows: The Program Specialist submits form 41-4 to the Credentials Analyst, who is also a current employee, who then submits to the CTC. Rialto USD's Induction Program is a part of the Rialto Unified School District's Education Services Department. The Induction Program's purpose is to support and develop new teachers who need to clear a preliminary General Education or Education Specialist credential.The Rialto USD Induction Program Mentor Team consists of 6 full-time release Mentors who provide expert support to the Induction Teachers.

Evidence Submitted:

General Precondition (3) Statement of policy written within Report- Page 8
Assurance of Recommendations Statement within Report- Page 8
Organizational Chart - Page 9
Authorized Credentials Recommendation Submitter- Page 10

Organizational Chart

Rialto USD Board of Education

Edgar Montes Stephanie E. Lewis Nancy G. O'Kelly
Dina Walker Joseph W. Martinez

Rialto USD Superintendent

Dr. Cuauhtémoc Avila

Lead Strategic Agent: Strategics, Congruence, & Social Justice

Dr. Darren McDuffie

EDUCATION SERVICES

Lead Innovation Agent

Patricia Chavez, Ed.D.

Lead Professional Development Agent

Raymond Delgado, Ed.D.

Induction Program Specialist

Wanda Paluba

Authorized Credential Recommendation Submitter: Currently Employed

Organization

Name	Appointing Authority	Authorized Designee	Authorized Submitter	Authorized Non-Pgm
RAVENSWOOD CITY ELEMENTARY SCHOOL DISTRICT				
STONE, TONI	☐	☑	☐	☑
SUDARIA, GINA	☑	☐	☐	☐
REDLANDS UNIFIED SCHOOL DISTRICT				
MASON, BRAD	☐	☑	☐	☐
RHODES, LORI	☑	☐	☐	☐
TORRES, JANINE	☐	☐	☑	☑
REDONDO BEACH UNIFIED SCHOOL DISTRICT				
BILLINGER, NANCY	☐	☑	☐	☐
CATHE, RODRIGUEZ	☐	☐	☑	☑
KELLER, STEVEN	☑	☐	☐	☐
RODRIGUEZ, CATHE	☐	☐	☑	☑
REDWOOD CITY ELEMENTARY SCHOOL DISTRICT				
CHRISTENSEN, JAN	☑	☐	☐	☐
REDWOOD CITY SCHOOL DISTRICT				
BAKER, JOHN	☑	☐	☐	☐
HILTBRAND, CHRISTINE	☐	☑	☐	☐
PEREZ, PATRICIA	☐	☐	☑	☐
RIALTO UNIFIED SCHOOL DISTRICT				
AVILA, CUAUHTEMOC	☑	☐	☐	☐
~~BROWN, TERESA~~	☐	☑	☐	☐
COFFEE, TRACY	☐	☑	☑	☑
~~WELKER, ROBIN~~	☐	☑	☑	☑
RICHMOND COLLEGE PREPARATORY				
LEGO, SARAH	☐	☑	☐	☐
LIANO, PEPPINA	☑	☐	☐	☐
RAMIREZ, DIANA	☐	☑	☐	☐
RIM OF THE WORLD UNIFIED SCHOOL DISTRICT				
HALEY, MORGAN	☐	☑	☑	☑
KELLOGG, DONNA	☑	☐	☐	☐
RIO ELEMENTARY SCHOOL DISTRICT				
BERNAL, CAROLYN	☐	☑	☐	☐
DUCKETT, MICHELLE	☐	☑	☐	☐
HAMILTON, HOWARD	☑	☐	☐	☐
SKYBERG, JILLIAN	☐	☑	☐	☐

Appointing Authority Non-Pgm Only No Permission

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General Precondition 4 – Lawful Practices

To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

The Rialto USD Induction Program offers a program of professional preparation within an LEA that abides by lawful practices as relates to decisions regarding admission, retention or graduation of students, and decisions regarding employment, retention, and promotion of employees (as stated in the anti-discrimination policy below). The additional evidence below shows that all decisions regarding teacher retention are made based on standards-based criteria that follow lawful procedures.

Evidence Submitted:

Anti-discrimination Policy – Page 12

Link to Induction Handbook (Page 4) - Page 13

Certificated Teacher Evaluation - Pages 14 - 15

Anti-Discrimination Policy

RIALTO UNIFIED SCHOOL DISTRICT

ANTI-DISCRIMINATION POLICY

POST **POST**

The District is committed to a work and educational environment and access to educational programs that are free of unlawful discrimination, including harassment, intimidation or bullying regarding actual perceived characteristics such as age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics. Civil rights guarantees and equal access laws shall be adhered to in all educational programs or activities and personnel/employment practices. (Board Policies 0410, 1312.1, 1312.3, 4119.11, 5144.1, 5144.2, 5145.2, 5145.3, 5145.7. 5145.9, 6145, 6145.2, and 6164.2) (Uniform Complaint Procedures AR 1312.3, AR 1312.4)

SEXUAL HARASSMENT POLICY

The District recognizes that harassment on the basis of sex is a violation of law and is a form of gender discrimination. Pupils and employees have the right to work and study in an environment that is equitable to all and free of sexual harassment. (Board Policies 4119.11 and 5145.7)

Sexual harassment consists of (1) unwelcome sexual advances; (2) requests for sexual favors; and (3) other verbal or physical conduct of a sexual nature in all educational settings including, but not limited to:

(a) Decisions involving academic status, honors, programs and activities for pupils.

(b) Conduct or gestures that have the purpose or effect of unreasonably interfering with a pupil's academic performance or creating an intimidating, hostile or offensive school environment.

(c) Verbal harassment, such as derogatory comments, jokes, or slurs.

(d) Physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement.

(e) Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures.

UNIFORM COMPLAINT PROCEDURES

If you feel you have been subjected to or are aware of a violation of one of these District policies, inform school administration. If resolution cannot be obtained or you wish "first contact" to be at the District level, adhere to the procedures below. All complaints shall be investigated in a manner protecting the confidentiality of the complainant, other parties who aid in fact gathering, and the facts. Retaliation for participation in such an investigation is prohibited by California State law.

To file a complaint of alleged discrimination regarding school district personnel/policy/procedures/practices or a complaint of sexual harassment contact the Senior Director of Personnel Services (Uniform Complaint Coordinator/Title IX Coordinator) at (909) 820-7700, Ext. 2431.

For all complaints, the Senior Director of Personnel Services will explain filing procedures, decision-making and appeal processes, time lines, and appropriate use of local civil law remedies to the complainant.

Complaints should be filed within six (6) months of alleged occurrence or when knowledge is first obtained. Investigation of complaints will be completed as promptly as possible and focused toward a satisfactory resolution. A written report of findings will be provided within 30 days of filing a complaint. Persons wishing to appeal the decision or obtain advice may seek assistance as follows:

① Contact the Senior Director of Personnel Services who will answer questions and/or outline the appeal process.
② Within 15 days of receiving the written report, file an appeal with the California State Department of Education (CDE).
③ Sixty (60) days after filing an appeal with CDE, seek counsel and civil law remedies with local agencies.
④ Seek waiver of moratoriums and request injunctive relief if accordance with Education Code 262.3.

Complete copies of the Uniform Complaint Procedures (BP/AR 1312.3, AR 1312.4), procedures for filing sexual harassment complaints (Pupils - BP 5145.7, Employees - BP 4119.11) and related Board policies are available from the Personnel Office, Ext. 2431.



Section I: Overview of the Induction Program

A. SB2042 Credential Law and Induction

A. 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.

B. **Eligibility for an 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.

CERTIFICATED TEACHER EVALUATION FORM

Rialto Unified School District | Final Evaluation Document | APPENDIX D.4

Evaluatee:	Evaluator:	Date:

Status: Probationary 1 ☐ Probationary 2 ☐ Permanent ☐ (check one)

Site: _____ Position: _____

Grade Level(s)/Assignment(s)/Track: _____

OVERALL RATING			
UNSATISFACTORY	SATISFACTORY WITH ASSISTANCE NEEDED	SATISFACTORY	EXEMPLARY
• Unsatisfactory in two or more standards • **Unsatisfactory in one or more Standards of CSTP 2, 3, 5 (first year)**	• Meets expectations in most Standards.	• Meets expectations in all Standards	• Exceeds expectations in most standards and no Unsats or SWANs in standards.

FINAL EVALUATION SUMMARY

Statement of overall performance.
Performance/achievement in focus areas.
Areas in need of improvement (requires assistance plan).

Response from Evaluatee:

FINAL PERFORMANCE RATING:

☐ EXEMPLARY
☐ SATISFACTORY
☐ SATISFACTORY WITH ASSISTANCE NEEDED
☐ UNSATISFACTORY

☐ THE ADMINISTRATOR AND THE TEACHER CONSENT TO A 5 YEAR EVALUATION SCHEDULE
(NOTE: Only teachers with permanent status and that have completed ten (10) years of teaching with the district are eligible. Principal's signature is required.)

Evaluatee Signature: _____ Evaluator Signature: _____
Date: _____ Evaluator Title: _____
Date: _____

Certificated Teacher Evaluation Form

Rialto Unified School District | Final Evaluation Document | APPENDIX D.4

Evaluatee:	Evaluator:	Date:

STANDARD SUMMARIES (Based on evidence from "Criteria for Assessment")

STANDARD 1 - ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	Final Rating	
Summary:		

STANDARD 2 - CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	Final Rating	
Summary:		

STANDARD 3 – UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	Final Rating	
Summary:		

STANDARD 4 - PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	Final Rating	
Summary:		

STANDARD 5 - ASSESSING STUDENT LEARNING	Final Rating	
Summary:		

STANDARD 6 - DEVELOPING AS A PROFESSIONAL EDUCATOR	Final Rating	
Summary:		

General Precondition 5 – Commission Assurances

To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission, (c) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or monitoring of the program by a Commission staff member, and (d) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including timely submission of documents required for accreditation.

The Submittal-Verification Form accompanying this document is verification of the Rialto Unified School District Induction Program assurance that the district will fulfill all standards adopted by the Commission, that it will cooperate in an evaluation of the program and that it will participate fully in the Commission's accreditation system.

Evidence that this Induction Program has fulfilled all of the commission assurances can be found through previous accreditation approvals including initial program review, site visits and program assessment submissions.

Evidence Submitted:

Link to Current Accreditation Letter

General Precondition (5) Signed Assurances – Page 4

General Precondition 6 – Requests for Data

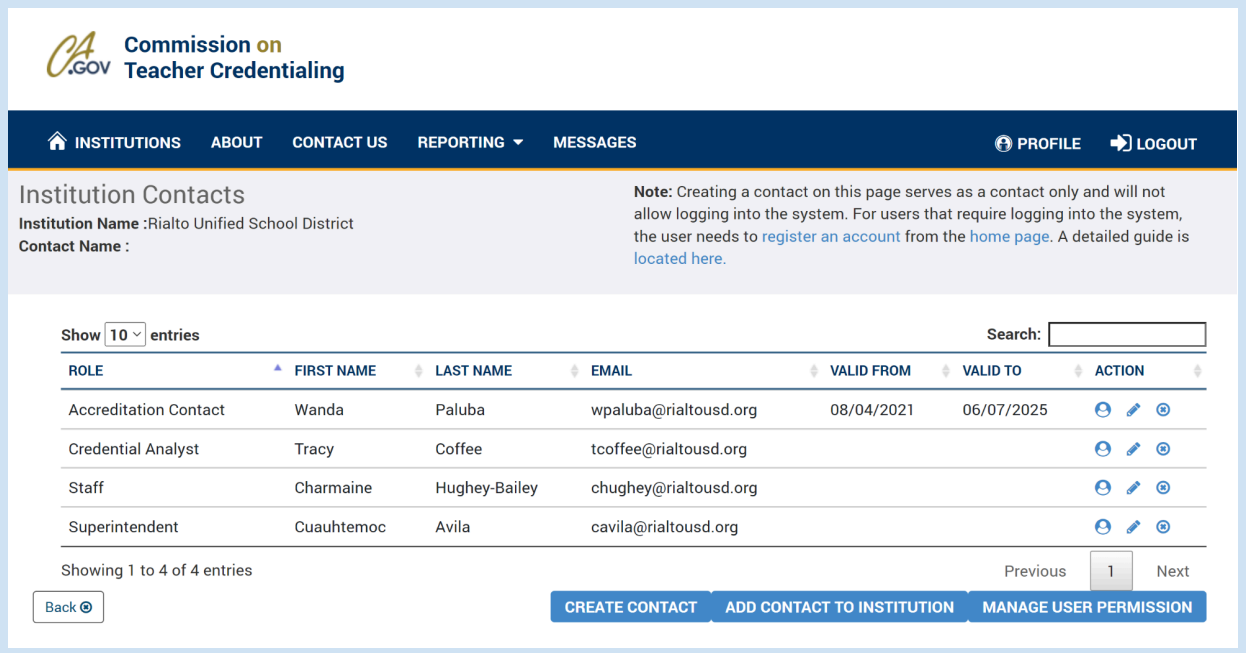
To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, and examination of results, including performance assessments and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

The Rialto USD Induction Program identifies the Induction Program Specialist as the qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. The Rialto USD Induction Program agrees to update Institutional contact information annually.

Evidence Submitted:

Updated Institutional Contact Information (screenshot below) – Page 17

General Precondition (6) Assurances within text – Page 17



Commission on Teacher Credentialing

INSTITUTIONS ABOUT CONTACT US REPORTING MESSAGES PROFILE LOGOUT

Institution Contacts

Institution Name : Rialto Unified School District

Contact Name :

Note: Creating a contact on this page serves as a contact only and will not allow logging into the system. For users that require logging into the system, the user needs to register an account from the home page. A detailed guide is located here.

Show 10 entries Search:

ROLE	FIRST NAME	LAST NAME	EMAIL	VALID FROM	VALID TO	ACTION
Accreditation Contact	Wanda	Paluba	wpaluba@rialtousd.org	08/04/2021	06/07/2025	
Credential Analyst	Tracy	Coffee	tcoffee@rialtousd.org			
Staff	Charmaine	Hughey-Bailey	chughey@rialtousd.org			
Superintendent	Cuauhtemoc	Avila	cavila@rialtousd.org			

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Back CREATE CONTACT ADD CONTACT TO INSTITUTION MANAGE USER PERMISSION

General Precondition 7 – Veracity in all Claims and Documentation Submitted

To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

The Submittal-Verification Form accompanying this document is verification that the Rialto USD Induction Program positively affirms the veracity of all statements and documentation submitted to the Commission.

Evidence Submitted:

General Precondition (7) Signed Assurance – Page 4

General Precondition 8 – Grievance Process

To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that the candidate has been informed of the grievance process and the process has been followed.

The grievance (defensible) process for candidates in the Rialto USD Induction Program is explained during the Induction Orientation and Advisement Meeting. The grievance (defensible) process includes 1) notifying the Induction Program Specialist that they intend to grieve; 2) meeting with the Induction Program Specialist to provide evidence that refutes their removal from the program; 3) agreement on a plan of completion if they are re-enrolled in the program. The grievance process is accessible to all candidates in their RUSD Induction Handbook. The Induction Program's documentation that the candidate has been informed and the process has been followed is the candidate's signature on the Memorandum of Understanding where they verify that they have been informed of the process and know where it is located.

Evidence Submitted:

Grievance Process in Handbook Page 8- Page 20
Webpage URL to Handbook - Grievance Process
Induction Orientation/Advisement Agenda – Page 21
MOU of Advisement & Orientation w/ Candidates Acknowledgement- Page 22

Grievance Process



.....

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. Notify the Lead Agent for Professional Development and the Induction Program Specialist of their intent to grieve, and schedule a meeting.
2. Meet with the Lead Agent for Professional Development and/or Program Specialist to provide evidence that refutes the reasons for the removal.
3. The evidence for re-enrollment is then presented by the Program Specialist to the Induction Team for review, discussion and recommendation.
4. A decision is made by the Lead Agent for Professional Development and Program Specialist, taking into consideration the candidate's evidence and the Induction Team's recommendation.

If re-enrollment is approved, the candidate and the Program Specialist will establish and agree upon a plan for completion.

Induction Orientation/Advisement Agenda



Rialto USD Induction Program

Verification of Advisement and Orientation

This is to verify that I, _____ attended the initial Induction Advisement and Orientation on _____. I received, understand, and have signed the Induction Participant Agreement Form, and the Criteria for Clear Credential form after having these forms explained to me.

If I do not hold a California SB 2042 MS, SS or an Educational Specialist professional clear credential(s) at this time, I was informed of the requirements to obtain that credential, including the required participation in the District Induction Program when eligible. I received information regarding Mentor meetings and prospective professional development opportunities, and I was notified of the qualifications and procedures for requesting the Early Completion Option (ECO).

I was notified of the support available to me as a new teacher in the Rialto Unified School District and understand that I will be assigned a Mentor within 30 days of enrollment in the program. Additionally, I understand the procedure for requesting a Change of Mentor, the Teach Out Plan and the Grievance Process.

_____ _____

Candidate Signature Date

_____ _____

Site Grade/Subject

General Precondition 9 – Faculty and Instructional Personnel Participation

All faculty and instructional personnel, who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. *Reference: Education Code Section 44227.5 (a) and (b).*

Not applicable to a district teacher induction program as they are not in the Department, School or College of Education and are active participants in the public school system.

General Precondition 10 – Communication and Information

To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

The Rialto USD Induction Program provides access to its requirements for admission and successful completion of its program to the public and prospective educators through the program's publicly accessible website that describes Pathways through Induction and the Rialto USD Induction Program Brochure. Enrolled candidates receive information about successful completion of the program at the Induction Orientation and Advisement Meeting and through frequent emails while enrolled in the program.

Evidence Submitted:

Link to the Website

Link to the Website (Pathways)

General Precondition 11 – Student Records Management, Access, and Security

To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy. Institutions will provide verification that:

a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.

b) All Candidate records will be maintained at the main institutional site or central location (paper or digital copies).

c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

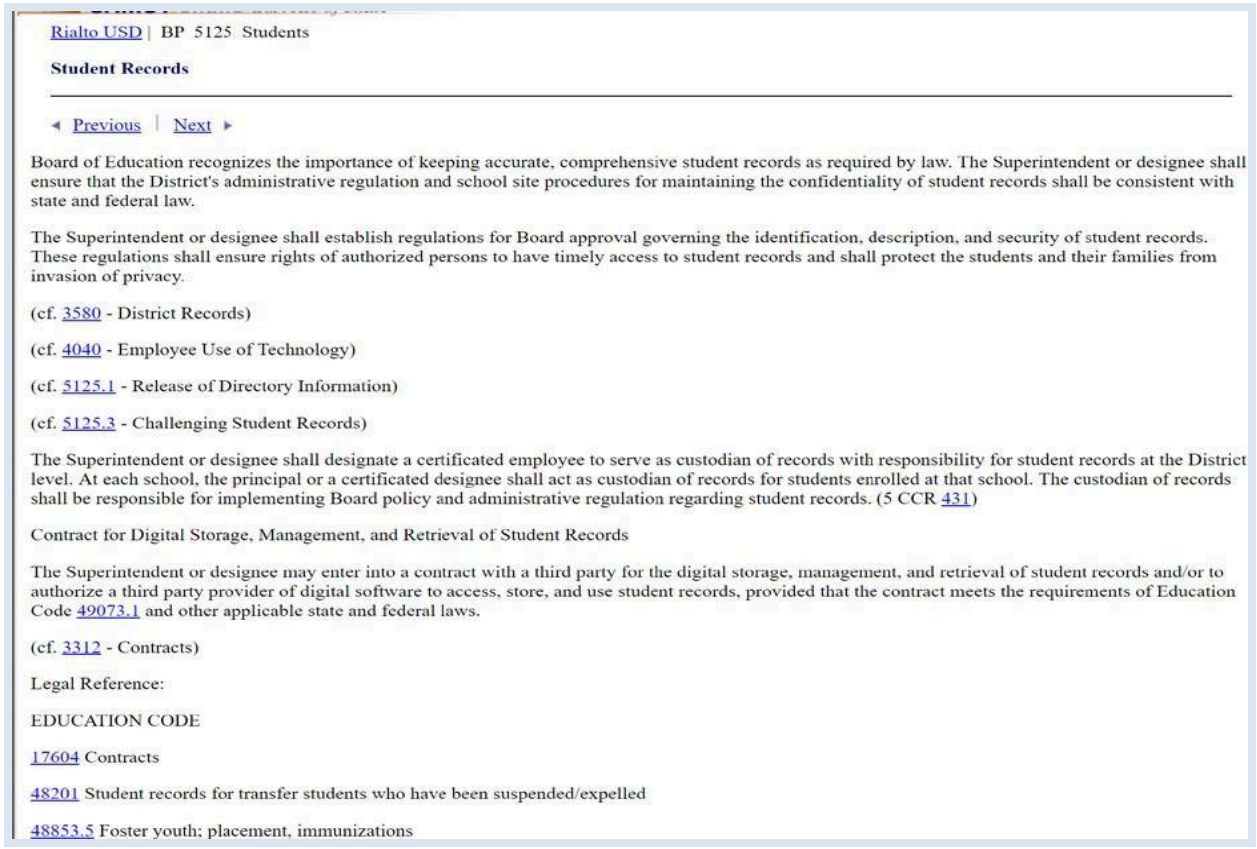
The Rialto USD Induction Program maintains and retains student records according to the institution's record retention policy of seven years. Candidates have access to and are provided with a Rialto USD Induction completion document which is signed by the mentor and the Program Specialist. This completion document serves to verify program completion prior to the recommendation for a California Clear Teaching Credential. (a) Once candidates have completed the program they can request additional copies of their completion documents and other records (with the correct identification) in writing (via mail or email), over the phone or in person.(b) The program has access to the candidate's portfolio which is housed on Google Drive in a digital format, located on a secure server and is password protected. (c) Electronic copies of meeting logs, observation records, signed MOUs, completion documents, and 41- 4 Induction forms are secured in a password protected electronic file on the district server. All records are permanently maintained on a hard drive in a secured location.

Evidence Submitted:

General Precondition (11) Statement of Assurance- Page 24

District Record Retention Policy – Page 25

District Record of Retention policy



Rialto USD | BP 5125 Students

Student Records

◄ Previous | Next ►

Board of Education recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall ensure that the District's administrative regulation and school site procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Superintendent or designee shall establish regulations for Board approval governing the identification, description, and security of student records. These regulations shall ensure rights of authorized persons to have timely access to student records and shall protect the students and their families from invasion of privacy.

(cf. 3580 - District Records)

(cf. 4040 - Employee Use of Technology)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the District level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

(cf. 3312 - Contracts)

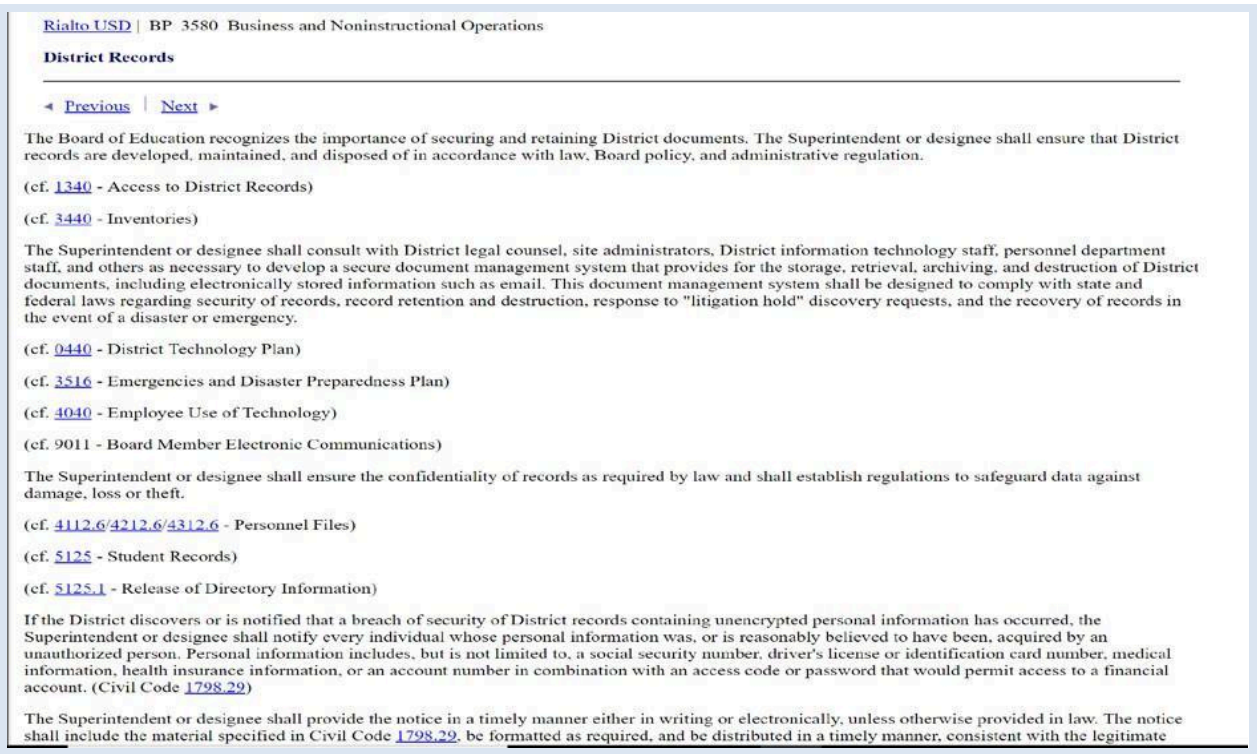
Legal Reference:

EDUCATION CODE

17604 Contracts

48201 Student records for transfer students who have been suspended/expelled

48853.5 Foster youth; placement, immunizations



Rialto USD | BP 3580 Business and Noninstructional Operations

District Records

◄ Previous | Next ►

The Board of Education recognizes the importance of securing and retaining District documents. The Superintendent or designee shall ensure that District records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

(cf. 3440 - Inventories)

The Superintendent or designee shall consult with District legal counsel, site administrators, District information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of District documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

(cf. 0440 - District Technology Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 9011 - Board Member Electronic Communications)

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss or theft.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

If the District discovers or is notified that a breach of security of District records containing unencrypted personal information has occurred, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate

General Precondition 12 – Disclosure

Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the proposed programs sponsored by the institution and identify the type of services the outside organization will provide.

The Rialto USD Induction Program is the sole provider of direct educational services for completion of the Multiple Subject, Single Subject, and Education Specialist Instruction Clear Credential programs. All program service providers are employees of the district and all professional learning opportunities provided by the district are based on the assessed needs of the Induction Teachers.

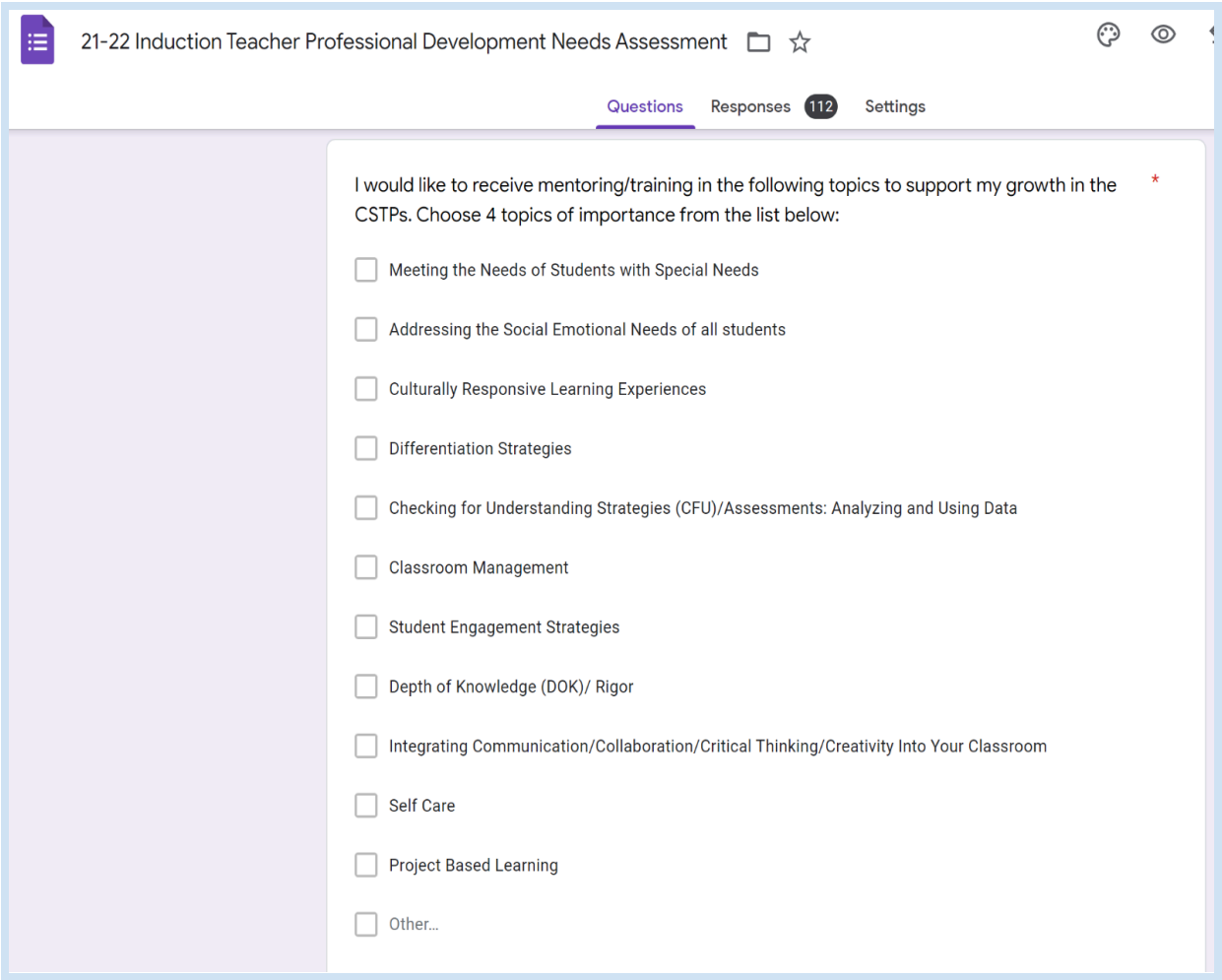
Evidence Submitted:

Professional Development Providers List – Page 27
Induction Teacher Professional Development Needs Assessment – Page 28
Induction Teacher Professional Development Needs Assessment Results- Page 29
Induction Professional Development Options and Completion Schedule - Page 30
General Precondition (12) Assurance – Page 4

21-22 Professional Development Providers

Presenter Name	Position/Department
Dr. Cuauhtémoc Avila	Superintendent
Dr. Darren McDuffie	Lead Strategic Agent Strategics, Congruence & Social Justice
Dr. Patricia Chavez	Lead Innovation Agent
Dr. Raymond Delgado	Lead Professional Development Agent
Dr. Rhea McIver-Gibbs Rhonda Kramer	Lead Personnel Agents
Derek Harris	Lead Agent: Risk Mgmt, Employee Benefits, Transportation
Miguel Sandoval	Technology Training Specialist
Paulina Villalobos	Agent: Academic Technology
Angela Brantley	Lead Student Services Agent
Dr. Marina Madrid	Agent: Multilingual Programs
Elizabeth Curtiss Dr. Ed D'Souza	Lead Instructional Foci Agents: ELA, Mathematics and Science
Wanda Paluba, Myrna Overstreet-Spear, Charmaine Hughey-Bailey, Raul Contreras, LaVees Best, Yolanda Jackson, Maria Barron	Induction Program Team
Jaunita chan	Lead agent: science & careers
William renderos	District lead strategist
Elsa Hernandez	DLI Classroom Instructor
Jennifer Lim	District Strategist: English Language Arts,
Jermaine magee	District lead math strategist
Bridgette Ealy	Lead Agent: Special Populations

Induction Teacher Needs Assessment



Induction Teacher Needs Assessment Results

21-22 Induction Teacher Professional Development Needs Assessment (Responses)

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Timestamp

	A	B	C	D	E	F	G	H
1	Timestamp	Email Address	Select your teaching leve	I would like to receive me	If a topic of interest it not	Name	School	
2	9/20/2021 16:33:23	aali@rialtousd.org	High School	Meeting the Needs of Students with Special Needs		Amal Ali	Carter High School	
3	9/6/2021 5:29:03	aavilar@rialtousd.org	High School	Addressing the Social Emotional Needs of all stude		Alicia Avilar	Carter High School	
4	9/22/2021 14:12:04	aavilar@rialtousd.org	High School	Addressing the Social Emotional Needs of all stude		Alicia Avilar	Carter high school	
5	9/18/2021 14:59:44	acarranz@rialtousd.org	TK, Elementary (K-2)	Meeting the Needs of Students with Special Needs		Arlene Carranza	Casey Elementary	
6	9/22/2021 10:30:52	acella@rialtousd.org	Middle School	Addressing the Social Emotional Needs of all stude		Audrey Cella	Frisbie MS	
7	10/3/2021 17:54:10	acortes@rialtousd.org	Elementary (3-5)	Meeting the Needs of Students with Special Needs		Alondra	Cortes	
8	10/8/2021 7:26:56	acruz2@rialtousd.org	Elementary (K-2)	Culturally Responsive Learning Experiences, Differ		Alennie Cruz	Morgan Elementary School	
9	9/18/2021 17:32:06	aherrera2@rialtousd.org	High School	Checking for Understanding Strategies (CFU)/Asse		Alexander Herrera	Carter High School	
10	9/17/2021 16:02:44	aice@rialtousd.org	Elementary (3-5)	Culturally Responsive Learning Experiences, Differ		Alicia Ice	Fitzgerald Elementary	
11	8/20/2021 17:11:25	amedina1@rialtousd.org	High School	Meeting the Needs of Students with Special Needs		alana medina	rialto high	
12	10/4/2021 13:24:24	aolivas@rialtousd.org	Elementary (K-2)	Differentiation Strategies, Classroom Management		Alexa Olivas	Dollahan Elementary School	
13	9/24/2021 20:42:25	aquezada@rialtousd.org	High School	Meeting the Needs of Students with Special Needs		Alejandra Quezada	Eisenhower HS	
14	9/14/2021 12:18:56	atramont@rialtousd.org	High School	Differentiation Strategies, Checking for Understanc		Amanda Tramontano	Carter High School	
15	9/24/2021 1:50:38	aulloaba@rialtousd.org	Elementary (3-5)	Differentiation Strategies, Checking for Understanc		Alma Ulloa Barragan	Kelley Elementary	
16	8/16/2021 16:11:58	bkleinbe@rialtousd.org	Elementary (K-2)	Addressing the Social Emotional Needs of all stude		Brooke Kleinberg	Morris Elementary	
17	9/15/2021 16:53:12	bnavarro@rialtousd.org	Elementary (3-5)	Meeting the Needs of Students with Special Needs		Brenda Navarro	Morris Elementary	
18	9/19/2021 9:33:16	bruiz2@rialtousd.org	Elementary (K-2)	Addressing the Social Emotional Needs of all stude		Brandon Ruiz	Werner Elementary	
19	8/18/2021 15:11:35	ccaldwel@rialtousd.org	High School	Differentiation Strategies, Checking for Understanc		Christian Caldwell	Rialto High School	
20	9/18/2021 18:46:01	ccortez@rialtousd.org	Education Specialist	Differentiation Strategies, Student Engagement Str		Christina Cortez	Preston Elementary	
21	9/19/2021 19:33:48	cdababne@rialtousd.org	Elementary (3-5)	Meeting the Needs of Students with Special Needs		Camillia Dababneh	Werner Elementary	
22	9/20/2021 18:55:07	cgutierr2@rialtousd.org	Elementary (K-2)	Differentiation Strategies, Checking for Understanc		Cindy Lopez Gutierrez	Casey Elementary	
23	10/6/2021 10:42:46	cgutierr2@rialtousd.org	Elementary (K-2)	Differentiation Strategies, Classroom Management		Cindy Lopez Gutierrez	Casey Elementary	
24	10/6/2021 10:44:08	cgutierr2@rialtousd.org	Elementary (3-5)	Differentiation Strategies, Classroom Management		Cindy Lopez Gutierrez	Casey Elementary	
25	10/6/2021 20:51:50	cgutierr2@rialtousd.org	Elementary (K-2)	Differentiation Strategies, Classroom Management		Cindy Lopez Gutierrez	Casey Elementary	
26	9/21/2021 12:45:25	chernand5@rialtousd.org	High School	Checking for Understanding Strategies (CFU)/Asse		Carlos Hernandez	Eisenhower	
27	9/18/2021 19:44:00	cherrera2@rialtousd.org	High School	Meeting the Needs of Students with Special Needs		Casandra Herrera	Carter High School	
28	8/13/2021 18:18:08	crodrigu2@rialtousd.org	Elementary (3-5)	Meeting the Needs of Students with Special Needs		Carla Rodriguez	Dollahan	

Induction Professional Development Options and Completion Schedules Link

Date & Time	Topic	Presenters & Chapters	Resources
9.21.21 3:45 - 4:45	Conscious Classroom I **FOUNDATION:** Who we are	**Charmaine & Wanda** Ch. 1: Introduction Ch. 2: Assume the Best Ch. 3: Inner Authority Ch. 4: Ask for Help Ch. 5: Got Stress?	Slides: Ch. 2-5 CCM 1 presentation Video: Ch. 2-5 CCM 1 Video
9.23.21 3:45 - 4:45	ENGAGEMENT	**Raul, Myrna, Maria**	Slides: Engagement presentation Engagement Peardeck Participation Video: Engagement PD Video
9.29.21 3:45 - 5:45	Conscious Classroom I **FOUNDATION:** class relationships	**LaVees & Raul** Ch. 6: Holding your Ground Ch. 7: Positive Connections Ch. 8: Procedures Ch. 9: Consistency	Slides: Ch. 6 & 7 presentation Ch. 8 & 9 presentation Ch. 8 & 9 Reflective Document Video: Ch. 8 & 9 Video PD
10.05.21 3:45 - 5:00	Conscious Classroom II **PREVENTION:** What we do Proactively	**Charmaine, Raul, Maria** Ch. 10: Getting Ready **Myrna** Ch. 11: First week of School	Slides: Ch. 10 presentation Ch. 11 Presentation Ch. 10 Organizing To-Do List Video: Ch. 10 Video PD

Induction Precondition 1 - Program Design

Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

The Rialto USD Teacher Induction Program is a two-year, individualized, job-embedded program that begins in the candidate's first year of teaching, or after earning a preliminary credential. As teachers are hired in the Rialto Unified School District, they complete an Induction Eligibility Form, if they meet the criteria to be in Induction they receive an Induction Eligibility Letter. Then the credentials analyst forwards the eligible candidates information to the Induction Program Specialist. After which time they are immediately assigned a mentor who contacts the candidates via a welcome letter.

At the heart of the Rialto USD's Induction Program is one-on-one weekly mentoring support provided by a trained Induction Mentor to help candidates apply the California Standards for the Teaching Profession to improve their teaching practices. The program also offers professional learning opportunities provided by the Lead Agent of Professional Development, the Induction team, and District Strategists based on the candidate's needs and Individualized Learning Plan (ILP). The expectation is that the Induction Program will enhance the candidates' abilities to become highly qualified and effective practitioners while also being supported by District Strategists of the same content area as needed. Current research findings indicate that the knowledge of teaching practices, student learning outcomes, standards-based subject matter content, and ultimately, the ability to reflect on one's own practice are the strongest predictors of student success and teacher professional growth.

Evidence Submitted:

Induction Eligibility Form- Page 32

Induction Eligibility Letter – Page 33

Link to Candidate/Program Handbook- (Page 4)

Induction Eligibility Form

RIALTO UNIFIED SCHOOL DISTRICT
Induction Eligibility Form – 2021-2022

Name of Applicant_____ Birth date (month/day only) _____

Address_____

Home Telephone (____)_____e-mail address _____School Site

_____Teaching Assignment_____Start Date:_____

All Newly-hired Teachers: Complete all sections of the credential information below that applies to you.

Credential Information:

1. Do you hold a Professional Clear Credential? YES NO If YES, • In which subject area(s)? _____ • From which University? _____	• Teachers with a Clear Credential will not participate in Induction, unless they have additional preliminary credentials to clear.
2. Do you hold a Preliminary Credential? YES NO If YES, • In which subject area(s)? _____ • At which University did you receive teacher preparation? _____ • If you are an out-of-state trained teacher, how many years of teaching experience do you have outside of California? _____	• Teachers holding Preliminary Credentials qualify for support through the Induction program. • Out of State teachers with less than 3 years of teaching experience may be required to complete the Induction program to clear their credential.
3. Have you been accepted into an Intern program? YES NO If YES, • At which University? • When did/will you begin the program? _____	• Teachers who have been accepted into an Intern program will be provided support through Induction and Teacher Support Services. The Director of Induction and Teacher Support Services will work with the University supervisor in providing support for the Intern.
Induction Office Use **Support Program:** **Induction Yr. 1 _____Induction Yr. 2 _____**	Induction Mentor:

Induction Eligibility Letter

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Induction & Teacher Support

Dr. Raymond Delgado
Agent: Lead Professional Development
rdelgado@rialtousd.org

Trinidad Gonzalez
Secretary III
tgonzale7@rialtousd.org

Wanda Paluba
Program Specialist
wpaluba@rialtousd.org

Maria Barron
Induction Mentor
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LaVees Best
Induction Mentor
Lbest@rialtousd.org

Raul Contreras
Induction Mentor
rcontrer@rialtousd.org

Charmaine Hughey-Bailey
Induction Mentor
chughey@rialtousd.org

Yolanda Jackson
Induction Mentor
yjackson@rialtousd.org

Myrna Overstreet-Spear
Induction Mentor
mspear@rialtousd.org

Office Location:
Chavez/Huerta Center for Education
324 N. Palm Avenue
Rialto, CA 92376
(909) 879-6002

Re: Rialto USD Induction Program Eligibility

Greetings and Welcome to the Rialto Unified School District:

If you are eligible to participate in Teacher Induction, the Rialto Induction Team is here to help make your teaching experience in the Rialto Unified School District pleasant, productive and successful. We will assist you in completing the requirements for your Professional Clear Teaching Credential, as well as provide you access to any other support services you may need.

The information attached to this letter will assist us in determining your eligibility to participate in the Induction Program. It is a two year program without cost to you if you complete it within a two-year period. You will be contacted soon if you are eligible to participate. If you have questions or concerns, please do not hesitate to contact us.

Working together, we will ensure your success and the success of the Rialto Unified School District.

Sincerely,

Wanda Paluba

Wanda Paluba
Program Specialist
(909) 879-6002 ext. 2902
wpaluba@rialtousd.org

Induction Precondition 2 - Mentor Assignment

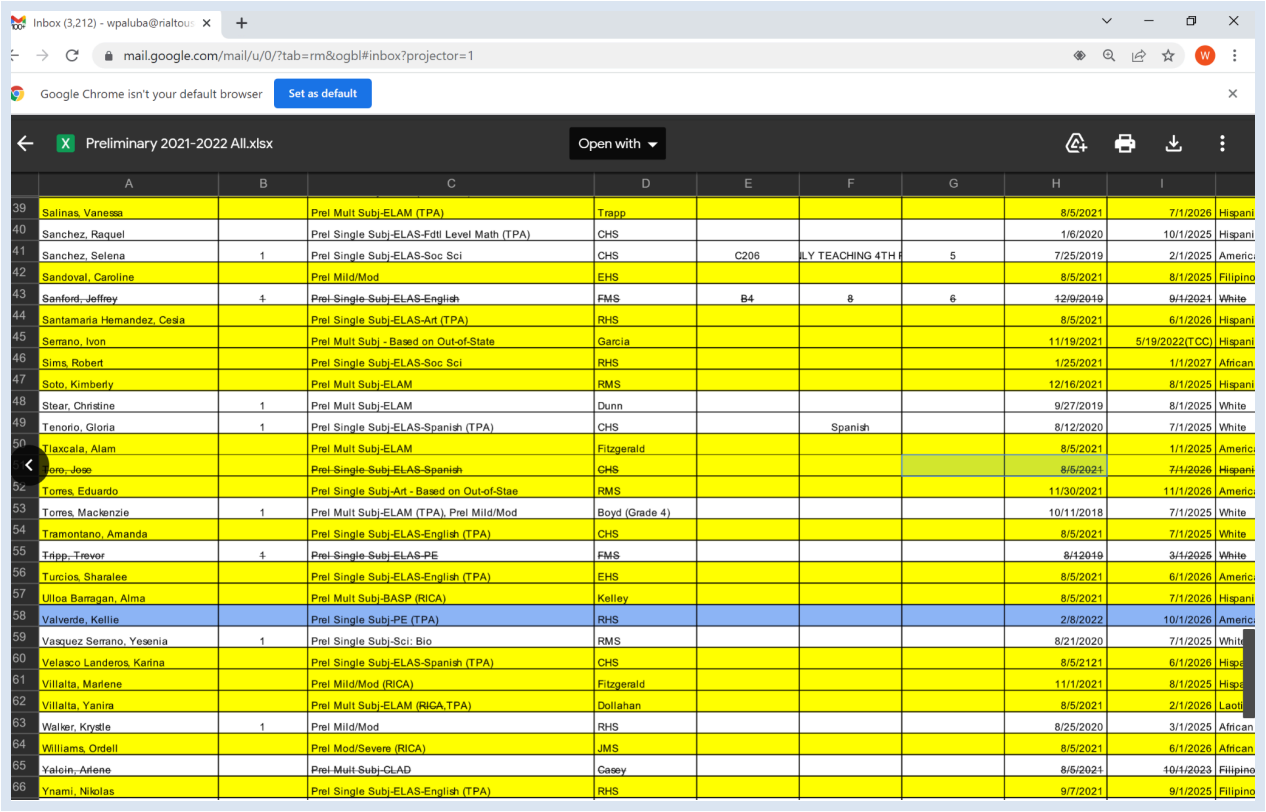
The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to *credentials held*, grade level and/or subject area, as appropriate to the participant's employment.

Personnel Services sends the Induction Eligibility Form that newly hired certificated staff completes to the Program Specialist. The Program Specialist reviews the forms and informs the Induction Mentors of eligible Induction candidates. The Credential Analyst in Personnel emails updated lists of preliminary credential holders to the Program Specialist throughout the year. After the initial list is sent at the beginning of the school year, all new hires on the list are highlighted. These multiple communications between the Program Specialist and the Personnel Services staff ensure that candidates are identified and assigned to a mentor within 30 days of their employment with the district. Whenever possible, the Program Specialist will match teachers with a mentor who has experience in the same subject and content area.

Evidence Submitted:

Email Update of New Hires Added to Preliminary Credential List – Page 35
Induction Mentor Assignments and Mentor-IT Match Dates – Page 36
Link to Induction Handbook (Page 6)- Page 37

List of New Teachers from Personnel



Inbox (3,212) - wpaluba@rialtous

mail.google.com/mail/u/0/?tab=rm&ogbl#inbox?projector=1

Google Chrome isn't your default browser | Set as default

Preliminary 2021-2022 All.xlsx | Open with

	A	B	C	D	E	F	G	H	I	
39	Salinas, Vanessa		Prel Mult Subj-ELAM (TPA)	Trapp				8/5/2021	7/1/2026	Hispani
40	Sanchez, Raquel		Prel Single Subj-ELAS-Fdtl Level Math (TPA)	CHS				1/6/2020	10/1/2025	Hispani
41	Sanchez, Selena	1	Prel Single Subj-ELAS-Soc Sci	CHS	C206	LY TEACHING 4TH F	5	7/25/2019	2/1/2025	Americ
42	Sandoval, Caroline		Prel Mild/Mod	EHS				8/5/2021	8/1/2025	Filipino
43	~~Sanford, Jeffrey~~	~~1~~	~~Prel Single Subj-ELAS-English~~	~~FMS~~	~~B4~~	~~8~~	~~6~~	~~12/9/2019~~	~~9/1/2021~~	~~White~~
44	Santamaria Hernandez, Cesia		Prel Single Subj-ELAS-Art (TPA)	RHS				8/5/2021	6/1/2026	Hispani
45	Serrano, Ivon		Prel Mult Subj - Based on Out-of-State	Garcia				11/19/2021	5/19/2022(TCC)	Hispani
46	Sims, Robert		Prel Single Subj-ELAS-Soc Sci	RHS				1/25/2021	1/1/2027	African
47	Soto, Kimberly		Prel Mult Subj-ELAM	RMS				12/16/2021	8/1/2025	Hispani
48	Stear, Christine	1	Prel Mult Subj-ELAM	Dunn				9/27/2019	8/1/2025	White
49	Tenorio, Gloria	1	Prel Single Subj-ELAS-Spanish (TPA)	CHS		Spanish		8/12/2020	7/1/2025	White
50	Tlaxcala, Alam		Prel Mult Subj-ELAM	Fitzgerald				8/5/2021	1/1/2025	Americ
51	~~Toro, Jose~~		~~Prel Single Subj-ELAS-Spanish~~	~~CHS~~				~~8/5/2021~~	~~7/1/2026~~	~~Hispani~~
52	Torres, Eduardo		Prel Single Subj-Art - Based on Out-of-Stae	RMS				11/30/2021	11/1/2026	Americ
53	Torres, Mackenzie	1	Prel Mult Subj-ELAM (TPA), Prel Mild/Mod	Boyd (Grade 4)				10/11/2018	7/1/2025	White
54	Tramontano, Amanda		Prel Single Subj-ELAS-English (TPA)	CHS				8/5/2021	7/1/2025	White
55	~~Tripp, Trevor~~	~~1~~	~~Prel Single Subj-ELAS-PE~~	~~FMS~~				~~8/12019~~	~~3/1/2025~~	~~White~~
56	Turcios, Sharalee		Prel Single Subj-ELAS-English (TPA)	EHS				8/5/2021	6/1/2026	Americ
57	Ulloa Barragan, Alma		Prel Mult Subj-BASP (RICA)	Kelley				8/5/2021	7/1/2026	Hispani
58	Valverde, Kellie		Prel Single Subj-PE (TPA)	RHS				2/8/2022	10/1/2026	Americ
59	Vasquez Serrano, Yesenia	1	Prel Single Subj-Sci: Bio	RMS				8/21/2020	7/1/2025	White
60	Velasco Landeros, Karina		Prel Single Subj-ELAS-Spanish (TPA)	CHS				8/5/2121	6/1/2026	Hispa
61	Villalta, Marlene		Prel Mild/Mod (RICA)	Fitzgerald				11/1/2021	8/1/2025	Hispa
62	Villalta, Yanira		Prel Mult Subj-ELAM (RICA,TPA)	Dollahan				8/5/2021	2/1/2026	Laoti
63	Walker, Krystle	1	Prel Mild/Mod	RHS				8/25/2020	3/1/2025	African
64	Williams, Ordell		Prel Mod/Severe (RICA)	JMS				8/5/2021	6/1/2026	African
65	~~Yalcin, Arlene~~		~~Prel Mult Subj-CLAD~~	~~Casey~~				~~8/5/2021~~	~~10/1/2023~~	~~Filipino~~
66	Ynami, Nikolas		Prel Single Subj-ELAS-English (TPA)	RHS				9/7/2021	9/1/2025	Filipino

Mentor Match Dates

NAME	YEAR	CREDENTIAL TPA/RICA/CLAD	SCHOOL	HIRE DATE	CRED EXP DATE	ETHNICITY	Mentor	Mentor Match Date
Agramonte, Ernie	2	Prel Mod/Severe	Milor	2/2/2018	7/1/2025	Hispanic	Charmaine	8/10/20
Aguayo, Emmanuel	1	Prel Single Subj-ELAS-PE	FMS	10/7/21	7/1/23	American Indian	Charmaine	10/8/21
Alatorre, Elizabeth	1	Prel Single Subj-ELAS-Soc Sci	RHS	8/5/2021	4/1/2025	Hispanic	Charmaine	8/6/21
Barthelemy, Kellie	1	Prel Mult Subj-ELAM	Morgan	8/5/2021	2/1/2025	African American	Charmaine	8/6/21
Becerril, Christina	1	Prel Mult Subj-ELAM (RICA,TPA)	Myers	8/5/2021	5/1/2026	African American	Charmaine	8/6/21
Borrowman, Kaylah	1	Prel Single Subj-ELAS-Art (TPA)	EHS	8/5/2021	6/1/2026	American Indian	Charmaine	8/6/21
Brande, Alyssa	1	Prel Mult Subj- ELAM (TPA)	Curtis	8/23/2021	1/1/27	White	Charmaine	1/25/22
Carranza, Arlene	1	Prel Mild/Mod (out-of-state)	Casey	8/6/2021	2/5/2022 TCC	American Indian	Charmaine	8/12/21
Cole, Joshua	1 (Dec 22)	Prel Single Subj-ELAS-Sci: Bio	EHS	10/23/2020	7/1/2025	White	Charmaine	8/6/2021
De La Cruz, Marissa	1	Prel Mult Subj-ELAM (RICA,TPA)	Kelley	8/5/2021	7/1/2026	American Indian	Charmaine	8/6/2021
Diaz, Kara	1	Prel Single Subj-ELAS-Art (TPA)	RHS	8/5/2021	1/1/2026	White	Charmaine	8/6/2021
Gorton, Megan	2	Prel Single Subj-ELAS-Music	D.O.	8/1/2019	2/1/2025	American Indian	Charmaine	8/6/2021
Grantham, Rebecca	1	Prel Mod/Severe (RICA)	Casey	8/5/2021	7/1/2025	White	Charmaine	8/12/21
Herrera, Asucena**	2 (Dec 21)	Prel Mod/Severe	CHS	10/7/2019	9/1/2024	Hispanic	Charmaine	10/11/19
Medina, Alana	2	Prel Single Subj-Art	RHS	9/21/2020	6/1/2025	American Indian	Charmaine	9/21/20
Muthamia, Kenneth	1	Prel Mild/Mod	Dollahan	8/5/2021	7/1/2026	African American	Charmaine	8/6/21
Newstein, Sara	1	Prel Single Subj-ELAM-French & Prel Mult Subj	CHS	8/5/2021	12/1/2020	White	Charmaine	8/6/21
Rodriguez, Carla	2	Prel Mult Subject- ELAM	Dollahan	8/1/2019	11/1/2024	Hispanic	Charmaine	8/6/21
Ruano, Yulissa	1	Prel Mult Subj-BASP (TPA)	Trapp	8/5/2021	6/1/2026	Hispanic	Charmaine	8/6/21
Salinas, Vanessa	1	Prel Mult Subj-ELAM (TPA)	Trapp	8/5/2021	7/1/2026	Hispanic	Charmaine	08/06/21
Velasco Landeros, Ka	1	Prel Single Subj-ELAS-Spanish (TPA)	CHS	8/5/2121	6/1/2026	Hispanic	Charmaine	08/01/19
Villalta, Yanira	1	Prel Mult Subj-ELAM (RICA,TPA)	Dollahan	8/5/2021	2/1/2026	Laotian	Charmaine	08/06/21
Walker, Krystle	2	Prel Mild/Mod	RHS	8/25/2020	3/1/2025	African American	Charmaine	08/06/21
Williams, Ordell	1	Prel Mod/Severe (RICA)	JMS	8/5/2021	6/1/2026	African American	Charmaine	09/03/21
Zuno, Yoseline	2	Prel Single Subj-ELAS-Spanish	RHS	8/17/2020	7/1/2025	American Indian	Charmaine	08/06/21

A column for the “Mentor’s Credentials” and a column for “Additional Notes for Matches Not Made Within 30 Days” have been added.

NAME	YEAR	CREDENTIAL TPA/RICA/CLAD	SCHOOL	HIRE DATE	CRED EXP DATE	ETHNICITY	Mentor	Mentor's Credential(s)	Mentor Match Date	Additional Notes for Matches Not Made Within 30 Days
Agramonte, Ernie	2	Prel Mod/Severe	Milor	2/2/2018	7/1/2025	Hispanic	Charmaine Hughey Bailey	Education Specialist	8/10/20	Intern- Prior to Starting Induction
Aguayo, Emmanuel	1	Prel Single Subj-ELAS-PE	FMS	10/7/21	7/1/23	American Indian	Charmaine	Education Specialist	10/8/21	
Alatorre, Elizabeth	1	Prel Single Subj-ELAS-Soc Sci	RHS	8/5/2021	4/1/2025	Hispanic	Charmaine	Education Specialist	8/6/21	
Barthelemy, Kellie	1	Prel Mult Subj-ELAM	Morgan	8/5/2021	2/1/2025	African American	Charmaine	Education Specialist	8/6/21	
Becerril, Christina	1	Prel Mult Subj-ELAM (RICA,TPA)	Myers	8/5/2021	5/1/2026	African American	Charmaine	Education Specialist	8/6/21	
Borrowman, Kaylah	1	Prel Single Subj-ELAS-Art (TPA)	EHS	8/5/2021	6/1/2026	American Indian	Charmaine	Education Specialist	8/6/21	
Brande, Alyssa	1	Prel Mult Subj- ELAM (TPA)	Curtis	8/23/2021	1/1/27	White	Charmaine	Education Specialist	1/25/22	Intern- Prior to Starting Induction
Carranza, Arlene	1	Prel Mild/Mod (out-of-state)	Casey	8/6/2021	2/5/2022 TCC	American Indian	Charmaine	Education Specialist	8/12/21	
Cole, Joshua	1 (Dec 22)	Prel Single Subj-ELAS-Sci: Bio	EHS	10/23/2020	7/1/2025	White	Charmaine	Education Specialist	11/2/2020	
De La Cruz, Marissa	1	Prel Mult Subj-ELAM (RICA,TPA)	Kelley	8/5/2021	7/1/2026	American Indian	Charmaine	Education Specialist	8/6/2021	
Diaz, Kara	1	Prel Single Subj-ELAS-Art (TPA)	RHS	8/5/2021	1/1/2026	White	Charmaine	Education Specialist	8/6/2021	
Gorton, Megan	2	Prel Single Subj-ELAS-Music	D.O.	8/1/2019	2/1/2025	American Indian	Charmaine	Education Specialist	1/31/2020	Intern- Prior to Starting Induction
Grantham, Rebecca	1	Prel Mod/Severe (RICA)	Casey	8/5/2021	7/1/2025	White	Charmaine	Education Specialist	8/12/21	
Herrera, Asucena**	2 (Dec 21)	Prel Mod/Severe	CHS	10/7/2019	9/1/2024	Hispanic	Charmaine	Education Specialist	10/11/19	Intern- Prior to Starting Induction
Medina, Alana	2	Prel Single Subj-Art	RHS	9/21/2020	6/1/2025	American Indian	Charmaine	Education Specialist	9/21/20	
Muthamia, Kenneth	1	Prel Mild/Mod	Dollahan	8/5/2021	7/1/2026	African American	Charmaine	Education Specialist	8/6/21	
Newstein, Sara	1	Prel Single Subj-ELAM-French & Prel Mult Subj	CHS	8/5/2021	12/1/2020	White	Charmaine	Education Specialist	8/6/21	
Rodriguez, Carla	2	Prel Mult Subject- ELAM	Dollahan	8/1/2019	11/1/2024	Hispanic	Charmaine	Education Specialist	11/18/19	Intern- Prior to Starting Induction
Ruano, Yulissa	1	Prel Mult Subj-BASP (TPA)	Trapp	8/5/2021	6/1/2026	Hispanic	Charmaine	Education Specialist	8/6/21	
Salinas, Vanessa	1	Prel Mult Subj-ELAM (TPA)	Trapp	8/5/2021	7/1/2026	Hispanic	Charmaine	Education Specialist	08/06/21	
Velasco Landeros, Ka	1	Prel Single Subj-ELAS-Spanish (TPA)	CHS	8/5/2121	6/1/2026	Hispanic	Charmaine	Education Specialist	08/05/21	
Villalta, Yanira	1	Prel Mult Subj-ELAM (RICA,TPA)	Dollahan	8/5/2021	2/1/2026	Laotian	Charmaine	Education Specialist	08/06/21	
Walker, Krystle	2	Prel Mild/Mod	RHS	8/25/2020	3/1/2025	African American	Charmaine	Education Specialist	09/03/21	
Williams, Ordell	1	Prel Mod/Severe (RICA)	JMS	8/5/2021	6/1/2026	African American	Charmaine	Education Specialist	08/06/21	
Zuno, Yoseline	2	Prel Single Subj-ELAS-Spanish	RHS	8/17/2020	7/1/2025	American Indian	Charmaine	Education Specialist	08/23/20	

A column for the “Mentor’s Credentials” and a column for “Additional Notes for Matches Not Made Within 30 Days” have been added.

NAME	YEAR	CREDENTIAL TPA/RICA/CLAD	SCHOOL	HIRE DATE	CRED EXP DATE	ETHNICITY	Mentor	Mentor Match Date
Campos, Araceli	1	Prel Mult Subj-ELAM (RICA,TPA)	Kucera	8/5/2021	1/1/2026	American Indian	LaVees	8/12/21
Castaneda, Jakob	2	Prel Single Subj-ELAS-Sci: Bio	RHS	9/14/2020	7/1/2025	American Indian	LaVees	8/6/21
Garcia, Josue	1	Prel Single Subj-ELAS-Spanish (TPA)	CHS	8/5/2021	5/1/2026	Hispanic	LaVees	8/6/2021
Herrera, Christopher	1	Prel Single Subj-ELAS-Math (TPA)	Kucera	8/6/2020	2/1/2026	Filipino	LaVees	4/12/2021
Ice, Alicia	1	Prel Mult Sub-ELAM	Fitzgerald	8/5/2021	3/1/2024	White	LaVees	8/6/2021
Marquez, Daisy	1	Prel Mult Subj-ELAM	Dunn	8/5/2021	6/1/2025	Hispanic	LaVees	8/6/2021
Mejia(Apalategui), Kh	1	Prel Single Subj-ELAS-Sci: Bio	EHS	8/5/2021	3/1/2026	White	LaVees	8/6/21
Mena, Rebecca	2	Prel Mult Subj-ELAM	Boyd	8/1/2019	3/1/2025	American Indian	LaVees	8/10/2020
Montoya, Griselda	1	Prel Single Subj-ELAS-Soc Sci (TPA)	EHS	8/6/2020	2/1/2026	American Indian	LaVees	4/26/2021
Mota, Veronica	1	Prel Mult Subj-ELAM (RICA,TPA)	Dunn	8/5/2021	6/1/2026	American Indian	LaVees	8/6/2021
Ordonez, Sheila	1	Prel Mult Subj-ELAM (RICA,TPA)	Dunn	8/5/2021	6/1/2026	American Indian	LaVees	8/6/21
Perez, Jonathan	1	Prel Mult Subj-ELAM (RICA,TPA)	Casey	4/19/2021	2/1/2026	American Indian	LaVees	4/26/2021
Pimentel, Jennifer	1	Prel Mult Subj-ELAM	Simpson	8/5/2021	9/1/2026	Hispanic	LaVees	8/12/21
Quintero, Bonnie	1	Prel Single Subj-ELAS-Soc Sci (TPA)	EHS	8/5/2021	3/1/2026	American Indian	LaVees	8/6/21
Ramos, Ysidoro	1	Prel Mult Subj-ELAM (RICA,TPA)	Dunn	8/5/2021	7/1/2026	American Indian	LaVees	8/6/21
Reynolds, Veronica	1	Prel Single Subj-ELAS-Sci: Bio	EHS	8/5/2021	10/1/2022	American Indian	LaVees	8/6/21
Rodarte, Elizabeth	1	Prel Single Subj-ELAS-Sci: Geo (TPA)	Kucera	8/5/2021	8/1/2026	White	LaVees	8/6/21
Sanchez, Raquel	1	Prel Single Subj-ELAS-Fdtl Level Math (TPA)	CHS	1/6/2020	10/1/2025	Hispanic	LaVees	02/10/21
Sandoval, Caroline	1	Prel Mild/Mod	EHS	8/5/2021	8/1/2025	Filipino	LaVees	08/06/21
Soto, Kimberly	1	Prelim Mult Subject-ELAM	RMS	12/16/2021	8/1/2025	Hispanic	LaVees	01/11/22
Stear, Christine	2	Prel Mult Subj-ELAM	Dunn	9/27/2019	8/1/2025	White	LaVees	08/06/21
Tlaxcala, Alan	1	Prelim Mult Subject-ELAM	Fitzegerald	8/5/2021	1/1/2025	American Indian	LaVees	8/12/21
Ynami, Nikolas	1	Prel Single Subj-ELAS-English (TPA)	RHS	9/7/2021	9/1/2025	Fillipino	LaVees	1/11/22

Zuno, Yoseline	2	Prel Single Subj-ELAS-Spanish	RHS	8/17/2020	7/1/2025	American Indian	Charmaine	Education Specialist	08/23/20	
TEACHER	YEAR	CREDENTIAL TPA/RICA/CLAD	SCHOOL	HIRE DATE	CRED EXP DATE	ETHNICITY	MENTOR	Mentor's Credential(s)	MENTOR MATCH DATE	Additional Notes for Matches Not Made Within 30 Days
Avila, Elizabeth	1	Prel Mult Subj-ELAM (RICA,TPA)	Kelley	8/5/2021	5/1/2026	American Indian	LaVees Best	Single Subject: English	8/6/21	
Campos, Araceli	1	Prel Mult Subj-ELAM (RICA,TPA)	Kucera	8/5/2021	1/1/2026	American Indian	LaVees	Single Subject: English	8/12/21	
Castaneda, Jakob	2	Prel Single Subj-ELAS-Sci: Bio	RHS	9/14/2020	7/1/2025	American Indian	LaVees	Single Subject: English	9/14/20	
Garcia, Josue	1	Prel Single Subj-ELAS-Spanish (TPA)	CHS	8/5/2021	5/1/2026	Hispanic	LaVees	Single Subject: English	8/6/2021	
Herrera, Christopher	1	Prel Single Subj-ELAS-Math (TPA)	Kucera	8/6/2020	2/1/2026	Filipino	LaVees	Single Subject: English	4/12/2021	Intern Prior to Starting Induction
Ice, Alicia	1	Prel Mult Sub-ELAM	Fitzgerald	8/5/2021	3/1/2024	White	LaVees	Single Subject: English	8/6/2021	
Marquez, Daisy	1	Prel Mult Subj-ELAM	Dunn	8/5/2021	6/1/2025	Hispanic	LaVees	Single Subject: English	8/6/2021	
Mejia(Apalategui), Kh	1	Prel Single Subj-ELAS-Sci: Bio	EHS	8/5/2021	3/1/2026	White	LaVees	Single Subject: English	8/6/21	
Mena, Rebecca	2	Prel Mult Subj-ELAM	Boyd	8/1/2019	3/1/2025	American Indian	LaVees	Single Subject: English	8/10/2020	
Montoya, Griselda	1	Prel Single Subj-ELAS-Soc Sci (TPA)	EHS	8/6/2020	2/1/2026	American Indian	LaVees	Single Subject: English	4/26/2021	Intern- Prior to Starting Induction
Mota, Veronica	1	Prel Mult Subj-ELAM (RICA,TPA)	Dunn	8/5/2021	6/1/2026	American Indian	LaVees	Single Subject: English	8/6/2021	
Ordonez, Sheila	1	Prel Mult Subj-ELAM (RICA,TPA)	Dunn	8/5/2021	6/1/2026	American Indian	LaVees	Single Subject: English	8/6/21	
Perez, Jonathan	1	Prel Mult Subj-ELAM (RICA,TPA)	Casey	4/19/2021	2/1/2026	American Indian	LaVees	Single Subject: English	4/26/2021	
Pimentel, Jennifer	1	Prel Mult Subj-ELAM	Simpson	8/5/2021	9/1/2026	Hispanic	LaVees	Single Subject: English	8/12/21	
Quintero, Bonnie	1	Prel Single Subj-ELAS-Soc Sci (TPA)	EHS	8/5/2021	3/1/2026	American Indian	LaVees	Single Subject: English	8/6/21	
Ramos, Ysidoro	1	Prel Mult Subj-ELAM (RICA,TPA)	Dunn	8/5/2021	7/1/2026	American Indian	LaVees	Single Subject: English	8/6/21	
Reynolds, Veronica	1	Prel Single Subj-ELAS-Sci: Bio	EHS	8/5/2021	10/1/2022	American Indian	LaVees	Single Subject: English	8/6/21	
Rodarte, Elizabeth	1	Prel Single Subj-ELAS-Sci: Geo (TPA)	Kucera	8/5/2021	8/1/2026	White	LaVees	Single Subject: English	8/6/21	
Sanchez, Raquel	1	Prel Single Subj-ELAS-Fdtl Level Math (TPA)	CHS	1/6/2020	10/1/2025	Hispanic	LaVees	Single Subject: English	02/10/21	
Sandoval, Caroline	1	Prel Mild/Mod	EHS	8/5/2021	8/1/2025	Filipino	LaVees	Single Subject: English	08/06/21	

Induction Handbook Mentor Match Policy

C. Requirements for Completion of the Induction Program

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 support equitable mentor support.

4 **Individual Learning Plans (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 will attend optional Induction Group Mentoring Sessions and/or professional development events as needed or indicated by their Individual Learning Plan (ILP) to support classroom practice. (See Schedule)

6 **Exit Interview**: Upon completion of the Induction Program, the Induction Teacher must present his/her End of Program Reflection Questions for approval and complete the Exit Interview. The Induction Program Specialist and/or the Lead Agent of Professional Development 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 **Extension of Induction Period**: The Induction Program is job embedded support that lasts for two years. Upon written request and approval, an Induction Teacher may extend participation in the Induction Program for one year. The extension will be based on a plan developed through meetings with and approval from 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 Program Specialist that the Induction Teacher needs additional mentoring support in their classroom practices based on evidence..

8 **Early Completion Option (ECO):** Senate Bill 57 allows experienced teachers to complete the two-year Induction Program required for a Professional Clear Teaching Credential in a shorter period of time. (See page 6 for complete policy statement)

Induction Precondition 3 - One Hour Per Week of Mentoring

Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

The Rialto USD Induction Program clearly communicates the expectation that all teachers in the program will receive an average of not less than one hour per week of mentoring. This expectation is written on page 9 of the Induction Participant Program Handbook. To track candidate support, Mentors and Induction Teachers develop a mentoring schedule for weekly meetings and log their mentoring hours on the Induction Teachers' Reflective Journal located in their Induction Google Classroom. Both Mentor and InductionTeacher acknowledge their participation in the meeting by putting their initials on the log.

This information is located in the Google Classroom for review and weekly monitoring by the Induction Teacher, Mentor and Program Specialist. The program includes a survey question in the Mid-Year Year Survey that asks teachers how much time they are spending with their mentor. All of the data is reviewed and proves that teachers in the Rialto USD Induction Program receive an average of not less than one hour per week of mentoring.

Evidence Submitted:

Candidate/Program Handbook (Page 10) - Page 39
2021-2022 Mid-Year Survey Question - Page 40
Mentoring Log for Time Verification - Page 41

Policy of Weekly Mentoring Hours



Section II: STEP-BY-STEP THROUGH INDUCTION
A. Orientation and Advisement

ıction Teacher	**ction Mentor**
1. Site Administrators and Induction Mentors will ensure that the Induction Teacher is introduced to the school community and has received an orientation that includes information on **school and district information and resources.**	***1.*** Induction Mentors will inform the Induction Teacher to attend the **Induction Advisement and Orientation Meeting.**
2. Eligible teachers will begin the Induction Program as soon as their credentials are verified by Personnel and an Induction Mentor is assigned.	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. 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 Teachers are required to attend the Advisement and Orientation meeting. Teachers who are hired after advisement meetings will meet individually with their Induction Mentors and/or Induction Program Specialist.	***3.*** Induction Mentors will provide an average of **one hour per week** of mentoring support to their assigned Induction Teachers.
4. At the Advisement and Orientation Meetings, teachers are informed of Induction Program requirements, the teachers' professional responsibilities towards clearing their credential, and other Induction Program information and resources including the Induction Program Handbook, the Grievance Process, the Teach Out Plan, the process for requesting a new mentor, and the Induction Pathways.	***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 those tools as resources with Induction Teachers.

2021-2022 Mid-Year Survey Question

2021-22 Induction Mid-Year Survey

Please answer these few questions so we can have an accurate assessment of how well the program is meeting your Induction needs. Your honest feedback is very much appreciated. Thank you. Be sure to click the submit button when you have finished.
* Indicates a mandatory question

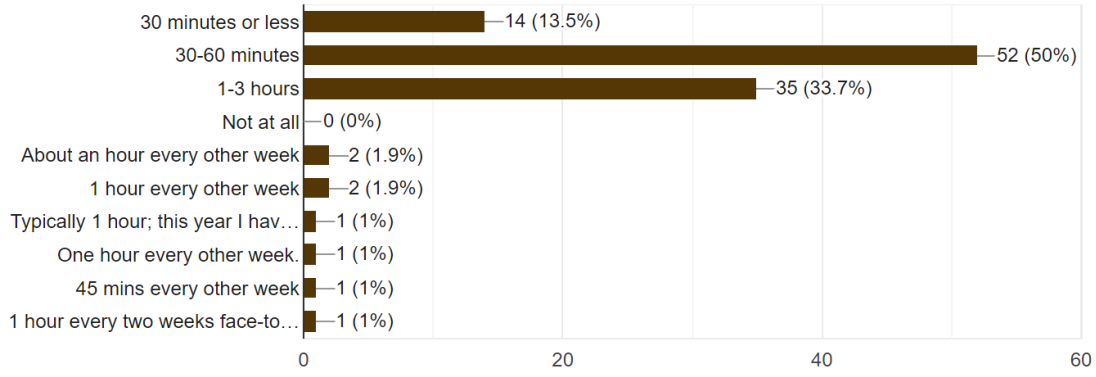
Email *

Valid email

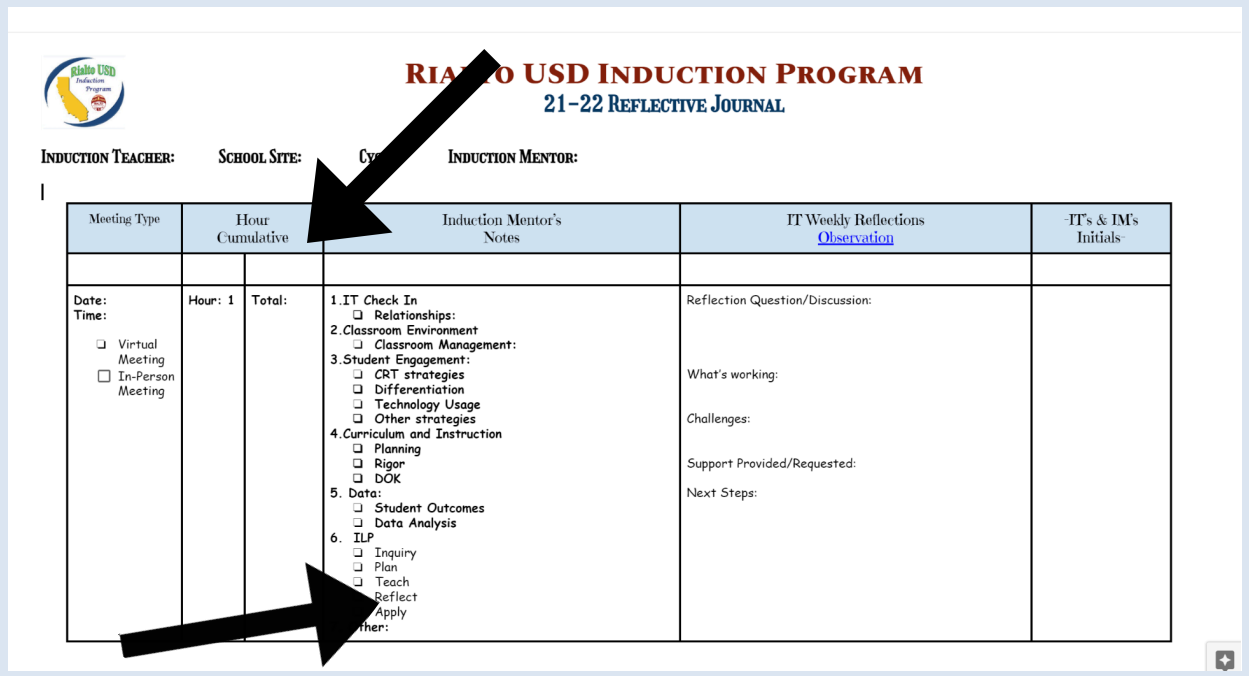
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3. On average, how many minutes/hours per WEEK do you interact with your Induction Mentor (i.e. face-to-face, virtually, Induction Group Mentoring, Collaborative Cohorts, and/or classroom observations)?

104 responses



Mentoring Log for Time Verification



RIALTO USD INDUCTION PROGRAM
21-22 REFLECTIVE JOURNAL

INDUCTION TEACHER: **SCHOOL SITE:** **CY** **INDUCTION MENTOR:**

Meeting Type	Hour Cumulative		Induction Mentor's Notes	IT Weekly Reflections Observation	IT's & IM's Initials
Date: Time: ❑ Virtual Meeting ☐ In-Person Meeting	Hour: 1	Total:	1.IT Check In ❑ Relationships: 2.Classroom Environment ❑ Classroom Management: 3.Student Engagement: ❑ CRT strategies ❑ Differentiation ❑ Technology Usage ❑ Other strategies 4.Curriculum and Instruction ❑ Planning ❑ Rigor ❑ DOK 5. Data: ❑ Student Outcomes ❑ Data Analysis 6. ILP ❑ Inquiry ❑ Plan ❑ Teach ❑ Reflect ❑ Apply Other:	Reflection Question/Discussion: What's working: Challenges: Support Provided/Requested: Next Steps:	

Induction Precondition 4 - ILP Goal Development

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

Candidates in the Rialto USD Induction Program begin collaborating with their Mentors to develop their Individual Learning Plan (ILP) goals at the start of the mentoring sessions.The ILP is a collaborative process between the Induction Teacher and the Induction Mentor for the purpose of professional growth and development of the teacher. The ILP goals are established within the first 60 days of the teacher's enrollment in the program.The **ILP Goal-Setting Process** includes the Induction Teachers self- assessing their implementation of the California Standards for the Teaching Profession (CSTPs),reflecting on observation feedback from Induction Mentors (SWIVL), student outcome data and site administrator input. After the self assessment has been completed then Induction Teachers select their CSTP focus area(s) for their Inquiry Cycle. During weekly mentoring meetings goal progress is monitored and teachers are provided opportunities to reflect on their own growth. Induction teachers are provided Completion Calendars with a timeline for completing the ILP goals and all other sections of the ILP are provided to the candidates. The Induction Team is responsible for and monitors the ILP process during weekly team meetings using the Progress Monitoring Document.

Evidence:

Individual Learning Plan – Page 43
ILP Goal-Setting Process – Page 44
Self Assessment Timelines- Page 45
Program Progress Monitoring- Page 46

Individualized Learning Plan

Developed within the first 60 days

Rialto USD Induction Program

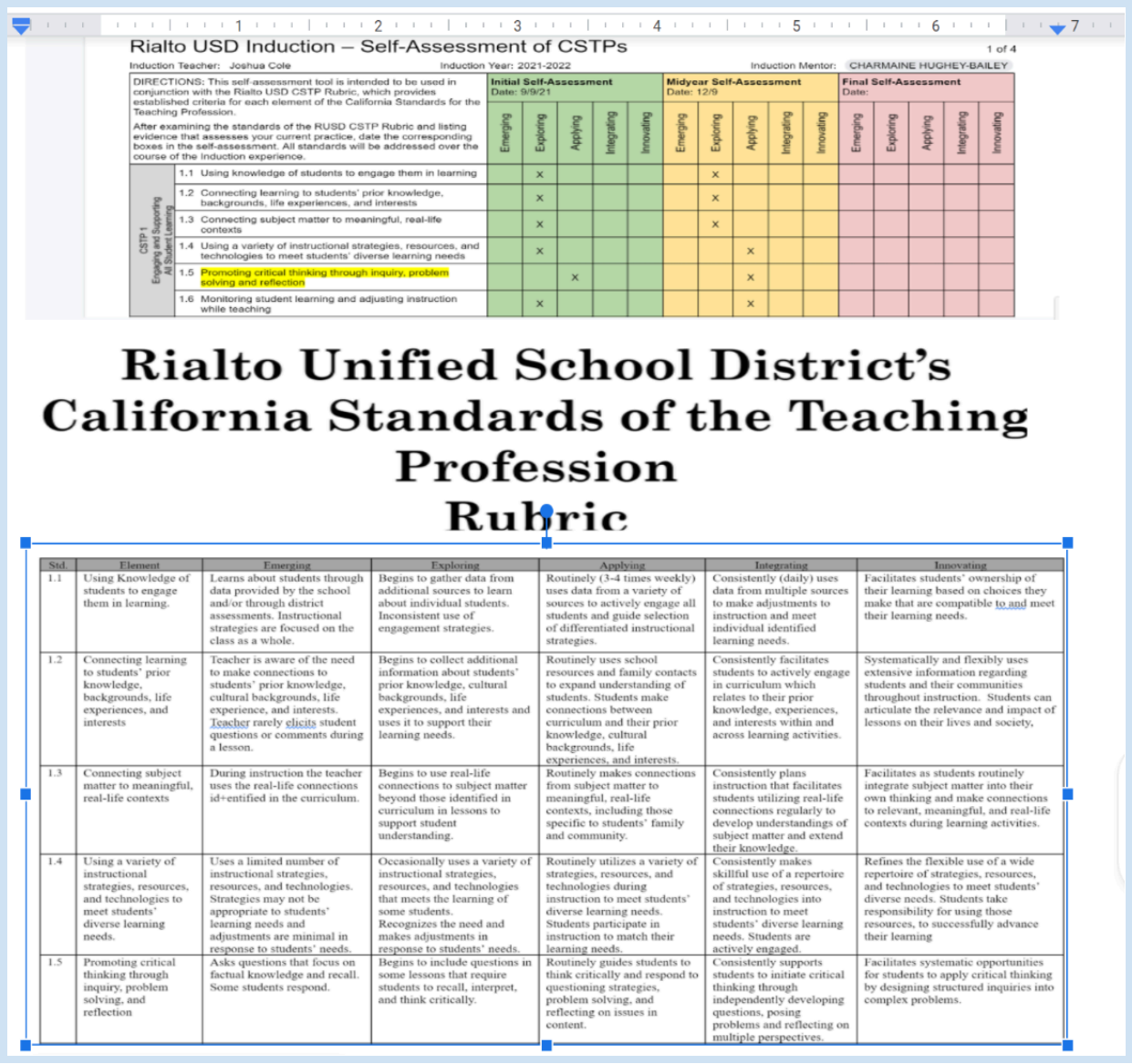
Individualized Learning Plan (ILP)

Induction Program Information			
Induction Teacher:		**Academic School Year:**	2021-2022
Credential Type:	❑ Multiple Subject	**Induction Status:**	
	❑ Single Subject (Specify):	❑ Year 1 PS-VTW ❑ Year 1 ❑ Year 2 ❑ ECO	
	❑ Educational Specialist (Specify):		
School Site:		**Mentor Match Date:**	
Teaching Assignment:		**Induction Mentor:**	
Induction Start Date:		**Tentative Induction Completion Date:**	

Teacher Pre-Assessment & Goal Development (within first 60 days)	
❑ Initial Self-Assessment Completed	IT Response:
❑ University Individual Development Plan/Portability Goals	IT Response:

Video Observation #1	
Date of Observation: Time/Period:	**Link to Lesson Plan:** **Link Observation Video:**
What evidence in this video demonstrates my development of instructional practices?	

Program Documents Used for Goal Setting



Rialto USD Induction – Self-Assessment of CSTPs

1 of 4

Induction Teacher: Joshua Cole | Induction Year: 2021-2022 | Induction Mentor: CHARMAINE HUGHEY-BAILEY

DIRECTIONS: This self-assessment tool is intended to be used in conjunction with the Rialto USD CSTP Rubric, which provides established criteria for each element of the California Standards for the Teaching Profession.

After examining the standards of the RUSD CSTP Rubric and listing evidence that assesses your current practice, date the corresponding boxes in the self-assessment. All standards will be addressed over the course of the Induction experience.

		Initial Self-Assessment Date: 9/9/21					Midyear Self-Assessment Date: 12/9					Final Self-Assessment Date:				
		Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating
CSTP 1 Engaging and Supporting All Student Learning	1.1 Using knowledge of students to engage them in learning		x					x								
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests		x					x								
	1.3 Connecting subject matter to meaningful, real-life contexts		x					x								
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs		x						x							
	1.5 Promoting critical thinking through inquiry, problem solving and reflection			x					x							
	1.6 Monitoring student learning and adjusting instruction while teaching		x						x							

Rialto Unified School District's California Standards of the Teaching Profession Rubric

Std.	Element	Emerging	Exploring	Applying	Integrating	Innovating
1.1	Using Knowledge of students to engage them in learning.	Learns about students through data provided by the school and/or through district assessments. Instructional strategies are focused on the class as a whole.	Begins to gather data from additional sources to learn about individual students. Inconsistent use of engagement strategies.	Routinely (3-4 times weekly) uses data from a variety of sources to actively engage all students and guide selection of differentiated instructional strategies.	Consistently (daily) uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.	Facilitates students' ownership of their learning based on choices they make that are compatible to and meet their learning needs.
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	Teacher is aware of the need to make connections to students' prior knowledge, cultural backgrounds, life experience, and interests. Teacher rarely elicits student questions or comments during a lesson.	Begins to collect additional information about students' prior knowledge, cultural backgrounds, life experiences, and interests and uses it to support their learning needs.	Routinely uses school resources and family contacts to expand understanding of students. Students make connections between curriculum and their prior knowledge, cultural backgrounds, life experiences, and interests.	Consistently facilitates students to actively engage in curriculum which relates to their prior knowledge, experiences, and interests within and across learning activities.	Systematically and flexibly uses extensive information regarding students and their communities throughout instruction. Students can articulate the relevance and impact of lessons on their lives and society.
1.3	Connecting subject matter to meaningful, real-life contexts	During instruction the teacher uses the real-life connections id+entified in the curriculum.	Begins to use real-life connections to subject matter beyond those identified in curriculum in lessons to support student understanding.	Routinely makes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Consistently plans instruction that facilitates students utilizing real-life connections regularly to develop understandings of subject matter and extend their knowledge.	Facilitates as students routinely integrate subject matter into their own thinking and make connections to relevant, meaningful, and real-life contexts during learning activities.
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	Uses a limited number of instructional strategies, resources, and technologies. Strategies may not be appropriate to students' learning needs and adjustments are minimal in response to students' needs.	Occasionally uses a variety of instructional strategies, resources, and technologies that meets the learning of some students. Recognizes the need and makes adjustments in response to students' needs.	Routinely utilizes a variety of strategies, resources, and technologies during instruction to meet students' diverse learning needs. Students participate in instruction to match their learning needs.	Consistently makes skillful use of a repertoire of strategies, resources, and technologies into instruction to meet students' diverse learning needs. Students are actively engaged.	Refines the flexible use of a wide repertoire of strategies, resources, and technologies to meet students' diverse needs. Students take responsibility for using those resources, to successfully advance their learning
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	Asks questions that focus on factual knowledge and recall. Some students respond.	Begins to include questions in some lessons that require students to recall, interpret, and think critically.	Routinely guides students to think critically and respond to questioning strategies, problem solving, and reflecting on issues in content.	Consistently supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.

Timelines for Completion

Rialto USD Induction Program

Induction Teacher Developed Timeline

Induction Timeline

Commitment to following my timeline to promote my professional growth

Program	Individual
Initial CSTP Self-Assessment-within first 60 days Anticipated Completion Date_____	**Choose Identified Area of Instructional Study with first 60 days** Anticipated Date_____ Anticipated Time Frame for Instructional Study_____
Video Observation #1 Reflection Anticipated Completion Date_____	**Plan** Anticipated Completion Date_____
Mid-Cycle Survey - Completed on Google Anticipated Completion Date_____	**ILP: Teach and Reflect** Anticipated Completion Date_____
Video Observation #2 Reflection Anticipated Completion Date_____	**ILP: Apply** Anticipated Completion Date_____
Final CSTP Self-Assessment Anticipated Completion Date_____	**Choose Identified Area of Instructional Study** Anticipated Date_____ Anticipated Time Frame for Instructional Study_____
ILP: End of Cycles Reflection (Year 1) **End of Program Reflections (Year 2)** Anticipated Completion Date_____	**Plan** Anticipated Completion Date_____
Year End Survey (Year 1) **Exit Survey (Year 2 Completers)** Anticipated Completion Date_____	**ILP: Teach and Reflect** Anticipated Completion Date_____
	ILP: Apply Anticipated Completion Date_____

Induction Program Progress Monitoring

Progress Monitoring Document
(Highlight in Yellow for PGAP)

Induction Mentor: Maria Barron

**FIRST Year in the Classroom ISA -Initial Self Assessment TIR: Teach, Implement, Reflect MYSA: Mid-Year Self Assessment FSA: Final Self assessment

IT Name location/rm Assignment	Match Date	A&O	ISA (40d)	ILP 1,3 CSTP (30d)	Observe PRE-assess Informal	Needs Assessed	Plan	TIR (x4) Show growth	Apply	Mid Year Survey	MYSA 1.17 - 1.21	ILP 2,4 CSTP (30d) 1.24 - 1.28	Observe POST-assess 3/28 - 4/08 Informal 1/12 - 1/14	Plan 1/31 - 2/04	TIR (X4) Show growth 2/7 - 3/25	Apply 3/28 - 4/01	FSA 4/04 - 4/08	EOY Survey
Jennifer Jones (Y1) Ike/C1 SPED	4/06/21	8/26/21	9/04/21	C1 9/15/21 CSTP 3.1	I W 9/29/21 S W 11/03/21	10/02/21	X	TIR 10/20/21 TIR 10/28/21 TIR 11/10/21 TIR 11/19/21	12/10/21	1/21/22	1/21/22	C2 1/21/22 CSTP 5.3	I Thu 1/13/22		TIR TIR TIR TIR			
Megan Orlando (Y2) Fitzgerald/W11 5th grade	8/06/21	8/26/21	9/16/21	C3 8/30/21 CSTP 2.4	I Tue 9/21/21 S Th 10/07/21	9/20/21	X	TIR 9/1/21 TIR 9/7/21 TIR 9/21/21 TIR 11/1/21 TIR 11/8/21	12/9/21	1/18/22	1/20/22	C4 1/20/22 CSTP 4.4	I Thu 1/13/22	1/20/22	TIR TIR TIR TIR			
*Jazmin Salazar Werner/D4 1st Grade	8/30/21	8/26/21	9/11/21	C1 9/28/21 CSTP 5.7	I Fri 9/17/21 S W 10/13/21	10/11/21	X	TIR 9/28/21 TIR 10/15/21 TIR 11/10/21 TIR 12/03/21	12/14/21	1/18/22	1/18/22		I Wed 1/12/22		TIR TIR TIR TIR			
*Megan Lewis Jehue/F3 6th Math/Science	8/06/21	8/26/21	9/05/21	C1 10/08/21 CSTP 2.6	I Fri 10/01/21 S Th 10/14/21	10/01/21	X	TIR 10/25/21 TIR 11/05/21 TIR 11/19/21 TIR 12/03/21	12/10/21	1/18/22	1/21/22	C2 1/21/22 CSTP 5.4	I Fri 1/14/22		TIR TIR TIR TIR			
*Alexa Olivas Dollahan/W10 1st grade TPA	8/06/21	8/26/21	9/10/21	C1 10/01/21 CSTP 2.6	I Tue 9/21/21 S Wed 10/6/21	10/04/21	X	TIR 10/29/21 TIR 11/05/21 TIR 11/19/21 TIR 12/03/21	12/10/21	1/21/22	1/21/22		I Wed 1/12/22		TIR TIR TIR TIR			
Alennie Cruz (Y2) Morgan/B2 2nd Grade	8/06/21	8/26/21	9/07/21	C3 9/07/21 CSTP 2.5	I Wed 9/22/21 S Tue 9/28/21	10/08/21	X	TIR 10/25/21 TIR 10/29/21 TIR 11/12/21 TIR 11/19/21	12/03/21	1/20/22	1/20/22	C4 1/20/22 CSTP 5.4	I Wed 1/12/22		TIR TIR TIR TIR			
*Amy Cortez Morgan/C1 4th grade	8/06/21	8/26/21	9/08/21	C1 9/14/21 CSTP 4.4	I Thu 9/16/21 S W 9/29/21	X	X	TIR 10/23/21 TIR 10/29/21 TIR 11/5/21 TIR 11/19/21	12/10/21				I Wed 1/12/22		TIR TIR TIR TIR			

Induction Precondition 5 - ILP for Professional Growth

The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation or employment purposes.

Teachers and Mentors in the Rialto USD Induction Program are informed that the purpose of the ILP is for the growth and development of the Induction Teacher and not for evaluative purposes. At the Induction Orientation and Advisement Meeting teachers sign the Induction Participation Agreement-Memorandum of Understanding that clearly states that the Induction process is a confidential one and will not be used for teacher evaluation. Induction Mentors are required to sign a confidentiality statement acknowledging their agreement that their work with their teachers is confidential and they are not to share opinions or judgments about their teacher with anyone except the program leadership. Site Administrators receive information at annual Triad Meetings along with an RUSD Induction Brochure to make them aware of the fact that Induction is solely for professional growth and not for teacher evaluation. We provide a quarterly log that communicates with the site administrators the general nature of our weekly support.The unit head's signed assurances,submitted as evidence, ensures that the ILP is designed and implemented solely for the professional growth and implementation of the participating teacher and not for evaluation for employment purposes.

Evidence Submitted:

Candidate/Program Handbook (Page 9) - Page 48
Induction Participation Agreement-Memorandum of Understanding - Page 49
Mentor Policy Statement of Confidentiality - Page 50
Site Administrator Information Brochure - Page 51
Triad Meeting: Agenda and Roles & Responsibilities - Pages 52-53
Induction Quarterly Principal Logs - Page 54
Signed Assurances Letter

Induction Handbook Page 9



Section II: STEP-BY-STEP THROUGH INDUCTION
A. Orientation and Advisement

Induction Teacher	Induction Mentor
1. Site Administrators and Induction Mentors will ensure that the Induction Teacher is introduced to the school community and has received an orientation that includes information on **school and district information and resources.**	1. Induction Mentors will inform the Induction Teacher to attend the **Induction Advisement and Orientation Meeting.**
2. Eligible teachers will begin the Induction Program as soon as their credentials are verified by Personnel and an Induction Mentor is assigned.	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. 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 Teachers are required to attend the Advisement and Orientation meeting. Teachers who are hired after advisement meetings will meet individually with their Induction Mentors and/or Induction Program Specialist.	3. Induction Mentors will provide an average of one hour per week of mentoring support to their assigned Induction Teachers.
4. At the Advisement and Orientation Meetings, teachers are informed of Induction Program requirements, the teachers' professional responsibilities towards clearing their credential, and other Induction Program information and resources including the Induction Program Handbook, the Grievance Process, the Teach Out Plan, the process for requesting a new mentor, and the Induction Pathways.	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 those tools as resources with Induction Teachers.

Induction Participant Agreement

RIALTO USD INDUCTION PROGRAM

INDUCTION PARTICIPANT AGREEMENT

Congratulations!

- You qualify to participate in the Rialto USD Induction Program, which is a 2-year, individualized job-embedded program that provides mentoring and support to new teachers to promote professional growth. Successful completion of the program fulfills the requirements for earning the California Clear Multiple, Single Subject and/or Education Specialist Credential(s).

Through Induction you will receive:

- A personal Mentor who will guide you through the Induction process and provide you with mentoring support.
- Opportunities to attend professional development through Induction Group Mentoring/Collaborative Cohort sessions.
- Opportunities for collaboration.

Through Induction you will acquire the skills that support:

- Continual professional growth through the lens of the California Standards for the Teaching Profession (CSTP).
- Developing the habits of mind to facilitate continual improvement through the Instructional Cycle (Plan-Teach-Reflect-Apply) throughout your career.
- Earning a Professional Clear Multiple Subject, Single Subject and/or Educational Special California Credential, pending completion of program requirements and criteria.

Your responsibilities as a participant are to:

- Fully participate in all mentoring meetings and collaborations with your Mentor as scheduled.
- Fully participate in all required Induction activities.
- Collaborate with your Mentor in the development and implementation of your Individual Learning Plan (ILP).
- Commit the time and resources towards your growth goals within your Individual Learning Plan (ILP).
- Maintain and present evidence of your continuous growth in the CSTPs.
- Seek assistance when needed.
- Maintain professional decorum at all times, as explained in CSTP 6.
- Seek and participate in professional development opportunities based on your ILP growth goals.
- Collaborate with peers.
- Communicate with your Mentor, the Induction Program Specialist and/or the Lead Agent of Professional Development regarding any and all parts of the Rialto Induction Program with which you may need additional support or a change in Mentor.

I understand that the Rialto USD Induction Program is a confidential process and is not used in the teacher evaluation process. Failure to meet any/all of the above stated responsibilities may result in withdrawal from the Rialto Unified School District Induction Program. At such time, the candidate will be provided a Portability Document indicating program requirements met to date.

Your signature below indicates your agreement with these guidelines throughout the duration of your participation in the Rialto USD Induction Program.

_____ X_____

Print Name | Signature | Date

Site: _____ Grade/Subject: _____

Revised 5/20/2021

Revised 8/11/20

Statement of Mentor Confidentiality

Induction Mentor Confidentiality Agreement:

For purposes of this Agreement, "Confidential Information" shall include all information or material shared between Induction Teacher and Induction Mentor that could have an impact on any decision that is made in regards to the Induction Teacher's continued employment in Rialto Unified School District. I , the undersigned Induction Mentor, fully understand that while I am employed as a mentor, I am bound to this confidentiality agreement. If confidential information is in written form, the information shall not be shared with any person(s) that has a position which entitles them to make decisions about the Induction Teachers continued employment in Rialto Unified School District. If confidential information is in spoken form, the information shall not be shared with any person(s) that has a position which entitles them to make decisions about the Induction Teachers continued employment in Rialto Unified School District. Any concerns about Induction Teacher performance is only to be shared with Induction Team leadership.
The only exclusion from this agreement is information that falls under the guidelines of a mandated reporter.

Induction Mentor Name:_____

Induction Mentor Signature:_____

Program Specialist Signature:_____

Site Administrator Information Brochure





Triad Meeting: Agenda and Roles & Responsibilities

RIALTO USD INDUCTION PROGRAM

TRIAD MEETING	
Date:	Site:

AGENDA TOPICS	MEETING NOTES
Greetings & Introductions	❑ Greeting and introductions facilitated by:
Roles and Responsibilities	❑ Induction Roles and Responsibilities reviewed by:
Principal/Administrator: 1. What are your campus goals/site initiatives for your teachers? 2. Site administrators, how do you foster a collaborative or coaching relationship with Induction Teachers? 3. How will you support your Induction Teachers in their CSTP growth and social emotional wellbeing? 4. How can a teacher get direct assistance from you as the site instructional leader? 5. What instructional systems are in place to provide support for your Induction Teachers?	
Expectations regarding Induction Teacher's site responsibilities, adjunct duties, and IEP obligations:	
Induction teacher(s) questions or burning concerns: (Generate questions from ITs in advance)	
Thanks & Adjournment:	

5/19/20

RIALTO USD INDUCTION PROGRAM

PARTICIPANT ROLES AND RESPONSIBILITIES

INDUCTION TEACHER

- Commit to your growth as a teacher and complete all requirements at the agreed-upon times.
- Be available and *present* for scheduled mentoring hours.
- Reflect on your CSTP Growth Goals via your ILP.
- Attend Professional Learning activities per your growth plan.
- Be observed by the Induction Mentor(s), Program Specialist, and Lead Agent of Professional Development at any time.
- Prepare and use Lesson Plans consistently.

INDUCTION MENTOR

- Provide teacher support in site and district-wide initiatives, policies, procedures, and practices.
- Provide Professional Learning opportunities that will assist the Induction Teacher to grow in their chosen CSTPs.
- Provide mentoring hours: be responsible for scheduling and follow-through
- Observe teacher and provide timely feedback
- Discuss feedback from class visits and observations
- Be sensitive to the Induction Teacher's social-emotional needs, classroom needs and provide guidance that will allow for success
- Maintain Confidentiality

SITE ADMINISTRATORS

- Provide teacher information and support regarding site and district-wide initiatives, policies, procedures, and practices.
- Support Mentor/Induction Teacher relationship
- Communicate observed areas of need to the teacher and Program Specialist, if needed
- Be mindful of the Mentor/Inductee confidentiality

5/24/21

Induction Quarterly Principal Logs



Rialto USD Induction Program
Principal's Quarterly Communication

School Site	Principal	Quarter
		☐ 1 - Aug-Sept-Oct ❑ 2 - Nov-Dec-Jan ❑ 3 - Feb-Mar-Apr-May

Induction Teacher	Program Year	Summary of Induction Support Provided	Induction Mentor
	☐ Year 1 ❑ Year 2 ❑ ECO	☐ ILP and Instructional Support ☐ Induction Sponsored Mentoring Sessions ☐ Observation & Debrief ❑ Peer Observation ❑ Other:	
	❑ Year 1 ❑ Year 2 ❑ ECO	✓ ILP and Instructional Support ❑ Induction Sponsored Mentoring Sessions ❑ Observation & Debrief ❑ Peer Observation ❑ Other:	
	❑ Year 1 ❑ Year 2 ❑ ECO	✓ ILP and Instructional Support ❑ Induction Sponsored Mentoring Sessions ❑ Observation & Debrief ❑ Peer Observation ❑ Other:	
	❑ Year 1 ❑ Year 2 ❑ ECO	✓ ILP and Instructional Support ❑ Induction Sponsored Mentoring Sessions ❑ Observation & Debrief ❑ Peer Observation	

Induction Precondition 6 - Early Completion Option

An Induction Program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

It is the goal of the Rialto USD Induction Program to provide support and mentoring to each new teacher to help them earn their clear credential and to help them obtain tenure. For this reason, the Early Completion Option (ECO) is designed to accelerate their pathway through Induction. The Early Completion Option is reviewed with teachers during the Induction Orientation and Advisement Meeting when the Induction Handbook is reviewed.

Teachers who qualify for ECO must turn in their request and relevant documents to the Program Specialist, who conducts an observation and then approves or denies the request based on the criteria outlined in the Early Completion Option. Teachers who are approved complete the requirements of the Rialto USD Induction Program in one year.

Evidence Submitted:

Early Completion Option Info from the Induction Handbook (Page 7) - Page 56
Early Completion Option Application – Page 57-58
Early Completion Option Administrator Recommendation – Page 59
Early Completion Option Rubric - Pages 60-62

Induction Participants Handbook Page 6

Rialto Unified School District

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

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.

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 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. At least one of the evaluations must have been conducted within the last two years of teaching.

Procedure 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
- Evidence to support the candidate's eligibility to participate in the fast-track option based on the above qualifiers and an observation by the Program Specialist
- Evidence of the candidate's credential status
- The candidate's current teaching assignment

Early Completion Option Application

Name: **Date:**

Preliminary Credential: ☐ **Multiple Subject** ☐ **Single Subject** ☐ **Education Specialist**

I. **School Experience**

School	District	Type of Program? Intern program, Private School experience	Number of Years as Teacher of Record

II. **Evidence of Experienced Practice (Check all that you have attached)**

☐ Satisfactory evaluation from an administrator within the last two years

☐ Recommendation from your administrator on the ECO Admin Recommendation Form

☐ Portfolio or work that demonstrates experience and exceptionality (this may include certificates of completion from professional development courses, data from classroom observations and Induction Mentor input)

Statement of Rationale for Acceptance (Attach an additional paper if necessary). Rationale may include: Successful completion of internship program, number of years experience, training received in the district including integrating technology in the classroom, classroom management, SEI strategies, record of students results on district benchmarks and/or other assessments, records of your membership on a school leadership team and/or other pertinent documents or videos.

Name: **Date:**

III. **Terms of Agreement (check to indicate agreement with these terms.)**

- ☐ **I am aware that this application is due 2 weeks from the day I received the application.**
- ❑ I am aware that the Early Completion Option is an accelerated program which allows me to earn a Professional Clear Credential in less than two years.
- ❑ I understand that the SB57 Legislation allows the ECO for teachers with substantial experience who have demonstrated satisfactory performance.
- ❑ I understand that it is my responsibility to provide all necessary documentation of program completion.
- ❑ I understand that if I am unable to keep pace with the ECO Program, I will need to complete Induction in the regular program. Extensions will only be allowed due to extreme hardship.
- ❑ I understand that I must continue to show satisfactory evaluation evidence during the completion of the ECO or I will return to the two-year induction plan.

Induction/ECO Candidate:

_____

Signature Date

The application for Early Completion has been: ☐ Accepted ☐ Denied

By:

_____

Print Name Date Signature

If denied, list reason(s):

Revised 5/20/2021

Early Completion Option Administrator Recommendation

Early Completion Option
(As outlined in SB 57)
Confidential Administrator Recommendation

Purpose: Senate Bill 57 outlines the process by which eligible educators may complete their induction program in fewer than two years. The intent of the law is to serve experienced and exceptional candidates. In order to fulfill the requirements of induction under SB57, the educator must have demonstrated the knowledge, skills, abilities, and competencies required for the Professional Clear Credential.

The following teacher is requesting an Early Completion Option:

Candidate's Name: _____ **School/Site**: _____

Administrator's Name: _____ **Date**: _____

Position: _____

Based on your observations and documented evidence, please provide an example(s) in the appropriate column that best describes this candidate's skills and abilities according to the CSTP Continuum of Teaching Practice:

California Standard for the Teaching Profession (CSTP)	Practice Not Consistent with Standard Expectations	Practice is at the Emerging or Exploring Levels	Practice is at the Application Level
1. Engaging and Supporting All Students in Learning			
2. Creating and Maintaining Effective Environments for Student Learning			
3. Understanding and Organizing Subject Matter for Student Learning			
4. Planning Instruction and Designing Learning Experiences for All Students			
5. Assessing Student Learning			
6. Developing as a Professional Educator			

What other qualities does the applicant possess that you feel would lead to success in the accelerated Induction Program?

_____

_____

_____

Please return to the Rialto Induction Program within 2 weeks of the date received
Attn: Program Specialist

Revised 5/20/2021

Rialto Induction ECO Approval Rubric

IT Name:
IM Name/Program Specialist:
Observation Date:

Based on Observations and Interviews verifying 4/6 elements in Applying

CSTP Elements	3- Applying	2- Exploring	1- Emerging
CSTP 1: Engaging and Supporting All Students in Learning Students are Connected to the Lesson: -Connects to Real Life -Prior Knowledge -Interested -Learning Styles are Attended to -Culturally Relevant - -Variety of Instructional Strategies -Promotes Critical Thinking -Diversity Honored -Differentiation -Attends to SEL -CFU and Adjusts -Other Evidence:	Evident	Somewhat Evident	Minimally Evident
CSTP 2: Creating and Maintaining Effective Environments for Student Learning Classroom Culture: High Expectations of Individual and Group Behavior are clearly communicated: Written and Verbal Equity:Inclusivity in action Stimulates intellectual curiosity: higher order thinking	Evident	Somewhat Evident	Minimally Evident

PBL Student Self-Reflections CRT class routines, procedures and norms and supports for positive behavior Expectations Classroom Rules -Other Evidence			
CSTP 3: Understanding and Organizing Subject Matter for Student Learning Integrated and Clearly Communicated/Attended to in writing and verbally: Content Standards -Learning Objectives, -Language Objective, - -Use of Curriculum Framework -Organizes Subject -Matter Clearly and Concisely -Delivers Instruction Sequentially -Other Evidence	Evident	Somewhat Evident	Minimally Evident
CSTP 4: Planning Instruction and Designing Learning Experiences for All Students Optimizes learning by using qualitative and quantitative data collected in order to meet the learning needs of all students--Provide 2-3 Lesson Plans as evidence	Evident	Somewhat Evident	Minimally Evident

CSTP 5: Assessing Students for Learning Uses multiple methods of assessments to guide teachers and students decision making and to improve learning outcomes for students -Data Talk -Other Evidence	Evident	Somewhat Evident	Minimally Evident
CSTP 6: Developing as a Professional Educator -Efficient with Time Management -Takes Initiative -Is Reflective -Accepts Responsibility for own Growth -Does not Need reminders to Complete Responsibilities -Fulfills all Induction requirements by designated timelines -Other Evidence	Evident	Somewhat Evident	Minimally Evident

Recommendation:

Origination Date 5/21/202