



TEACHER INDUCTION~PRE-INDUCTION PROGRAM HANDBOOK

Sacramento City Unified School District
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[SCUSD Induction Program](#)

Table of Contents

Welcome Letter

Overview

- Program Staff Contact
- Induction Goals
- Vision
- History of Induction
- Key Program Elements
- Standards

Participating Teacher

- Roles and Responsibilities
- Program Completion
- Assignment Record
- Pre Induction Overview
- Individual Learning Plan
- Program Completion and ILP Rubric
- Participating Teacher Records
- Early Completion Option (ECO)
- Credential Recommendation Request
- Reassignment Request
- Request for Postponement/Extension
- Appeal Process

Program Tools

- Initial Individual Learning Plan Triad Meeting
- Additional Opportunities

SCUSD Accommodations and Policies

Glossary

Dear SCUSD Teacher,

Welcome to the Sacramento City Unified District (SCUSD), and congratulations! I would like to welcome you to the Sacramento City Unified School District Teacher Induction Program and introduce myself. My name is Tara L. Lampkins, Induction Coordinator under the Academic Office, in Curriculum & Instruction (C&I.) I am excited to work with you throughout your Pre-Induction or Induction experience. I hope you have enjoyed a restful and relaxing summer and are ready for the new school year.

You have worked hard to earn your Preliminary California Teaching Credential, and you are now eligible to enroll in the SCUSD Induction Program. Our program offers a comprehensive approach to earning your California Clear Credential for both general education teachers and education specialists.

Teaching is a very rewarding profession, and it can also be challenging, especially in the early years. I began my career in SCUSD, and I can remember the various experiences and challenges new teachers go through.

Included in this handbook are materials for completion and for reference for both Participating Teacher and Support Provider. Please take your time reviewing the components and providing our office with all necessary information. Your Support Provider can answer any questions you have.

Please contact program Staff, Office Technician, or myself at any time. We are here to provide you the best Induction experience possible along your journey.

Thank you for all that you do and are going to do for the students and families of our district in the years ahead. Our students deserve the best. You deserve the best. Thank you for choosing the most important profession – teaching!



Sincerely,

Tara Lampkins

Induction Coordinator, Academic Office

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Teacher Induction Program Staff Contact

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Goals of the SCUSD Induction Program

- ❖ Provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
- ❖ Provide an effective transition into the teaching profession for participating teachers
- ❖ Provide individualized support and guidance for each Participating Teacher;
- ❖ Develop and create an Individual Learning Plan (ILP) for each Participating Teacher based upon on-going assessment of the Participating Teacher's development;
- ❖ Develop and enhance teacher capacity using an effective, coherent system of assessment based on the California Standards for the Teaching Profession (CSTP);
- ❖ Improve student performance of state-adopted student content standards through enhanced training, information, and assistance for Participating Teachers;
- ❖ Enable Participating Teachers to be effective in teaching students who are culturally, linguistically, and academically diverse;
- ❖ Ensure professional growth and retention of new teachers to the profession;
- ❖ Enable Participating Teachers to complete all the requirements of the California Professional Clear Credential.

Vision Statement

SCUSD's Induction Program will guide and support Participating Teachers by providing flexible individualized support, implementing a structured curriculum and offering guidance through specific California Standards for the Teaching Profession (CSTP); yet will remain flexible enough to address unique issues faced by Participating Teachers.

History of Induction

When	What	Summary
1988	CNTP	Research pilot with 13 other programs
1992	SB 1422	Established Beginning Teacher Support and Assessment (BTSA)
1997	AB 1266	Statewide system of support for New Teachers
1998	AB 2042	Induction Standards approved, Induction Program development, Nation's first program
2002	SB 2042	Established Induction as a requirement for the Clear Credential
2004	AB 2210	Established Induction as the preferred route to receive the Clear Credential
2007	SB 1209	Streamlined and improved BTSA
2009	Tier III	Allocated funding during this period based on 2008-09 LEA funding levels until 2013
2013	LCFF	State funding moved to Local Control, districts decide how to expend funds through LCAP
2015		New Induction Program Standards adopted, centered around CSTP, coaching, streamlined and less burdensome. Implementation required by 2017-2018

Program Elements

Mentoring

The SCUSD Induction Program provides collegial support from a highly trained veteran teacher (Support Provider) chosen to provide support. Support Providers use a combination of mentoring strategies and assessment activities when supporting the Participating Teacher. The Support Provider and Participating Teacher reflect on the elements of teaching in a safe and confidential environment to develop and build on the skills and practices of teaching with a goal of professional growth towards mastery of the CSTPs. Support Provider/Participating Teacher matches are made within the first 30 days of enrollment in the program (Preconditions 2).

Formative Assessment

The Individualized Learning Plan (ILP) serves as the vision for professional growth and development in working towards mastery of the California Standards for the Teaching Profession (CSTP) throughout the school year and shall not be used for District evaluation purposes or terms of employment. The program is based on the development of an Individual Learning Plan (ILP) focusing on the California Standards for the Teaching Profession (CSTP) which includes inquiry cycles of observation and reflection on teaching practices. The initial goals developed with the Individual Learning Plan must be created within the first 60 days of enrollment in the program (Precondition 4). The Support Provider guides the Participating Teacher through a series of formative assessment activities around effective classroom practices embedded into day-to-day teaching to build upon the capacity of the teacher's learning and thinking.

Assignment Record

Support Providers guide and support Participating Teachers through weekly coaching activities to support the development of the teacher's skills and growth development of the CSTPs, as they relate to daily classroom activities. The evidence of activities and reflections are documented in the Assignment Record and reviewed quarterly by the Review Team and program staff using the Program Criteria Rubric and the ILP Rubric. At the conclusion of the two-year program,

Induction standards will be completed and documented in the Assignment Record. The Participating Teacher will submit the Request for Clear Credential Recommendation to begin the process of recommending the Participating Teacher for a clear credential.

Participating Teacher Professional Learning

Individualized professional learning opportunities are chosen by the Participating Teacher based on the goals written in the ILP. Participation in professional learning developed in the ILP will enable the Participating Teacher to develop a collection of instructional strategies, the ability to teach the required content standards and to apply the teaching standards connected to their ILP and credentialing completion requirements.

Support Provider Professional Learning

All Support Providers attend a 2-hour On-boarding Workshop including introduction (new support providers) and practice of effective coaching strategies, and the use of other tools and resources to support Participating Teachers navigate through the Induction requirements. All Support Providers attend regularly scheduled meetings, collaborate and share best practices with colleagues and attend professional development to develop and refine their coaching skills.

CSUS Units

Graduate level units are available through CSU, Sacramento. Units are \$65 (\$390 for 6 units) per unit. Units are available both year one and year two of the Induction Program, for a total of 12 units.

Standards

California Standards for the Teaching Profession (CSTP)

- CSTP 1: Engaging and Supporting All Students in Learning
- CSTP 2: Creating and Maintaining Effective Environments for Student Learning
- CSTP 3: Understanding and Organizing Subject Matter for Student Learning
- CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
- CSTP 5: Assessing Students for Learning
- CSTP 6: Developing as a Professional Educator

[Continuum of Teaching Practice](#)

Content Standards

Participating Teachers will use the grade and content specific adopted California State Standards when planning instruction. <https://www.cde.ca.gov/be/st/ss/>

Participating Teacher Roles and Responsibilities

Participating Teachers enrolled in the SCUSD Induction Program will engage in a two-year, job embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching and will be required to:

- Develop, create and link the required tasks to their Assignment Record shared with the support provider and Induction Office. The required tasks submitted in the Assignment Record will be reviewed by the Induction Office Review Team providing feedback on the completed required tasks of support using the Program Criteria Rubric and the ILP Rubric. The Participating Teacher has linked the documentation of the required tasks in their Assignment Record Sheet demonstrating evidence of the participating teacher's on-going growth and development towards mastery of the *California Standards for the Teaching Profession (CSTPs)*.
- Create and implement an Individual Learning Plan (ILP) with a support provider, with input from my site administrator, or supervisor, and the Induction Program administration, that contains goals and objectives based on the *CSTPs*;
- Reflect on and monitor progress towards my goals as outlined in my ILP and adjust the focus of my ILP as needed; Complete the annual ILP reflection cycle.
- Collaborate with my support provider, site administrator, other Induction participants, and other colleagues.
- Attend, participate in, and complete all required Induction activities, requirements and assignments.
- Participate in the Inquiry Cycle Process (Inquiry Plan/Lesson Plan development, Inquiry/Lesson Reflection and Support Provider Observation), using the results from the Inquiry/Lesson to chart professional growth through further mentoring and training activities.
- Complete the Support Activity Google Form weekly to provide reflection on learning as well as a basis for continued examination of professional practice and growth. The log should reflect no less than one hour of support weekly on average. However, total hours of support for the year must not fall below 36 hours (prorated based on enrollment date.) The above form will also be completed to record the participation in professional learning to attain the goals set in the ILP. If the Participating Teacher is participating in receiving the CSUS CEU Program there will be additional hours and specific assignment requirements to receive the units.
- Demonstrating proficiency of the requirements for induction completion, as stated by the California Commission on Teacher Credentialing.
- Providing feedback on Induction program effectiveness to principal, support provider, Induction administration, and advisory committee representatives (e.g. oral/written communication, surveys).
- Respond to requests for information from the Induction administration in a timely manner.

Pre Induction Overview

Pre-Induction provides candidates obtaining a preliminary teaching credential support as they navigate through successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities within their program requirements.

Pre-Induction participants will complete:

- [Assignment Record](#)
- Onboarding Workshop
- Kickoff Workshop
- SMART goal for each cycle
- Quarterly surveys
- Weekly Support Meetings with Mentor (9 hours per cycle minimum)
- Attend Winter Seminar (optional) and Colloquium (optional)

Steps for moving from pre-induction to Induction:

- Step 1) Must be enrolled in a preliminary credential program
- Step 2) Complete preliminary credential program requirements, including all required assessments (see below)
- Step 3) Credential Program issued candidate a preliminary teaching credential
- Step 4) Notify New Teacher Support Staff of updated preliminary credential on the CTC website
- Step 5) You will be enrolled in the program for the next available cycle

[Accredited teacher preparation programs available in California](#)

- Complete a Preliminary Teaching Program (be recommended by the program for a preliminary credential.)
- Complete the required assessments for a [California Credential](#)
 - CBEST
 - CSET
 - RICA
 - [TPA](#)

Program Completion

Induction Program Completion

- ☐ Look up your credential and review the Renewal Requirements for each Preliminary or Level 1 Credential you hold. <https://www.ctc.ca.gov/>
- ☐ Work with your support provider and program staff to develop a plan to complete the Renewal Requirements for each credential.
- ☐ Collaboratively develop the Initial ILP within the first 60 days of the teacher's enrollment in the program (support provider, participating teacher, site administrator) - Triad meeting
- ☐ Participating Teacher Activities Yearly (2-Years/8 Quarters)
 - ☐ Letter of Commitment
 - ☐ Initial ILP-Triad Meeting
 - ☐ Including CSTP Self-Assessment
 - ☐ Weekly support activities with your Support Provider
 - ☐ Winter Seminar (Each February of participation)
 - ☐ Colloquium (Each May of participation)
 - ☐ Offered 1 sub-day a year to observe colleagues/peers
- ☐ Participating Teacher Activities Quarterly (Each year after the initial quarter of enrollment)
 - ☐ 1 Inquiry/Teaching Cycle
 - ☐ Classroom visits and observation by your Support Provider (3 in year 1 with SCUSD; 2 in year 2 with SCUSD; total of 5 per 2-year program beginning 2020-21 with SCUSD)
 - ☐ End of quarter reflection and/or updates to the ILP
 - ☐ Quarterly Feedback
 - ☐ Annual ILP Review and next steps
- ☐ Develop and maintain a respectful, professional relationship including ongoing face-to-face, phone, and/or email communication with your assigned SP:
 - ☐ Weekly contacts with assigned Support Provider (no less than one hour weekly on average, for a total of no less than 36 hours at year end)
 - ☐ Communicate questions or concerns about the role and responsibilities of the PT
- ☐ Grant permission to the Sacramento City Unified School District (SCUSD) Induction Program to collect relevant documentation from your Teacher Preparation program, including the Teaching Performance Assessment (TPA), as needed/appropriate.
- ☐ Upon completion of the program [submit a Request for Recommendation](#)

Continuous Enrollment

- ☐ Once accepted and enrolled in the SCUSD Induction Program, a Participating Teacher retains participation status until:
 - ☐ Completion of the program
 - ☐ Withdrawal from the program
 - ☐ She/he is dropped from the program based on established criteria; or
 - ☐ Is admitted to another approved program to complete the requirements, with minimal disruption, for authorization of a clear California teaching credential.

Assignment Record

[Assignment Record](#): Click the link for access to full document

Induction is a two year process. That means 8 cycles. This sheet has each cycle separated to ease the process of knowing where to find information, how to submit it, and when it is reviewed. Rather than call each section a "quarter" which gets confusing when we start talking about school year quarters, the sections have been renamed to "cycles" aligned to the school year.

Induction Resources	
Where do I find the documents I need? (ILP template, smart goal template, etc...)	<p>Links to the required documents are linked in the Assignment Record on each tab with a "Forced Copy" for the cycle associated with the tab it is linked. All Cycle requirements are linked in this document for each cycle in 2023-2024. This will be a living document to be updated at the end of each cycle. Concluding each Cycle a Document Review Team will review the Participating Teacher's submissions and complete a Combined ILP & Program Rubric, including feedback which will be linked in each tab for the Participating Teacher and Support Provider to review and possibly resubmit as needed. Induction Resources will also be available on our website at Teach.SCUSD.edu. Click on the website link above. Find and click on the Educator and Leadership Development icon to access documents and additional resources.</p>
When do we use the "Cycle 1" tab?	<ol style="list-style-type: none"> 1 http://teach.scusd.edu/ (ALL PTs will begin the school year with the initial cycle.) 2. I'm beginning induction in November 3. I'm beginning Induction in January 4. I'm beginning Induction in April.
What do we fill out?	<p>Induction office completes all areas in blue.</p> <p>PTs and SPs complete all areas in grey.</p>



Sacramento City Unified School District

Teacher Induction Program

Induction Individualized Learning Plan (ILP)

[ILP](#) - Click the link for access to full document



Sacramento City Unified School District

Teacher Induction Program

Induction Individualized Learning Plan (ILP)

Table of Contents

- ☐ [Credential Requirement Information](#)
 - ☐ [List of credential renewal requirements](#)
 - ☐ [Additional credential renewal requirements](#)
 - ☐ [RICA requirement](#)
 - ☐ [Transition Plan](#)
- ☐ [Cycle 1: Goal Development](#)
 - ☐ [Reflection on Prior Teaching Experience](#)
 - ☐ [Context of Current Teaching Assignment](#)
 - ☐ [Initial Observation, Debrief, and Outcomes](#)
 - ☐ [Review and Reflection on the CSTP's](#)
 - ☐ [Triad Meeting](#)
- ☐ [Cycle 2: Inquiry A](#)
 - ☐ [Planning for Inquiry](#)
 - ☐ [Creating SMART Goal](#)
 - ☐ [Menu of Professional Learning and Research Activities](#)
 - ☐ [Professional Learning and Research Activities](#)
- ☐ [Cycle 3: Inquiry B](#)
 - ☐ [Planning for Inquiry](#)
 - ☐ [Creating SMART Goal](#)
 - ☐ [Menu of Professional Learning and Research Activities in support of your Goal](#)
 - ☐ [Support Provider Observation](#)
 - ☐ [Professional Learning and Research Activities](#)
 - ☐ [End of Cycle Reflection](#)
- ☐ [Cycle 4: Reflection](#)
 - ☐ [Colloquium Presentation Criteria](#)

Program Completion and ILP Rubric

Participating Teacher:

Support Provider:

INDUCTION PROGRAM END OF YEAR STATUS

Program Rubric Average: <i>(must be 3 or higher)</i>	
Total ILP Points: <i>(minimum 39 total with NO individual scores less than 3)</i>	
Total Support Hours: <i>(Must have 36 total/year or 9 hours per cycle)</i>	

PASS/FAIL

[Cycle 1](#)
 [Cycle 2](#)
 [Cycle 3](#)
 [Cycle 4](#)

UPDATE

Induction Program Rubric					
	1	2	3	4	
	Does not meet requirements	Approaching Proficiency	Proficient	Advanced	Rationale for score (Completed by the reviewer)
Program Onboarding & Letter of Commitment	Did not attend Onboarding, and did not submit Letter of Commitment.	Missing either Onboarding OR Letter of Commitment.	Attended Onboarding: Submitted Letter of Commitment.	Attended Onboarding: Submitted Onboarding Feedback Form and Letter of Commitment	
Individual Learning Plan (embedded ILP Rubric)	ILP missing 2 or more key components (SMART Goal, PL research activity	ILP missing one key component OR multiple components are missing key	ILP complete, includes all components, but may be missing minor documentation	ILP is written including all components with completed required documents and specific	

Individualized Learning Plan (ILP) - (Triad Meeting)

The [Initial Individualized Learning Plan](#) (ILP) serves as the vision for professional growth and development in working towards mastery of the California Standards for the Teaching Profession (CSTP) throughout the school year and shall not be used for District evaluation purposes or terms of employment.

ILP Cycle 1:

1. Log onto the ctc website and look up your credential
2. Review your “renewal requirements” for all credentials you hold
3. If you have additional renewal requirements in addition to Induction consider you must include a goal to meet these requirements in your Initial ILP.
4. If there are credential questions email Kelly or have the support provider arrange a meeting with Kelly
5. Individual Development Plan (IDP) for those who recently graduated from a California Preliminary Program (Link it in your ILP)
6. With your Support Provider review and reflect on your prior teaching experience using your University Transition Plan or Individual Development Plan IDP, the [CSTP Placemat](#), and the [Continuum of Teaching Practice](#).
7. Identify Areas of Strength
8. Identify Areas of Growth
9. With your Support Provider reflect on your current Context of Teaching Assignment
10. (YEAR 1 ONLY) Plan for your Support Provider to observe you teaching
11. With your Support Provider reflect on and include rationale on your self-assessed level of mastery on the California Standards for Teaching (CSTP)
12. Make an appointment and calendar the Triad Meeting (20-30 minutes) with your administrator and Support Provider to share your goals and objectives
13. Plan for your Triad Meeting with your Support Provider and Site Administrator
14. Attend the Triad Meeting with your Support Provider and Site Administrator and record the overview, who is responsible for providing supports and next steps
15. Signatures need to be gathered on the ILP for all in attendance
16. The administrator, your support provider and yourself need to sign and date the ILP in Cycle 1 (within 60 days)

ILP Cycle 2:

Planning for Inquiry A

17. Develop an Inquiry Question
18. Using the [SMART Goal Template](#) create a SMART Goal
19. Write your “Measurable Goal” in a sentence
 - a. *By June 2022, I will create learning experiences where approximately 33% of my families (parents, grandparents, and/or siblings) will be able to participate in activities, lessons, and/or field/CBI trips. This will include situations where parents can teach and learn*

strategies to use with their child at home. The goal is to have 3 experiences created, carried out, and reflected upon with families before the end of the school year.

- b. 20 of 24 students of Second Grade will be able to draw flowing, balanced, running form drawings in preparation for the acquisition of cursive writing, by December 1, 2021.
 - c. By December 2021, I will have successfully normed and implemented 3 social circles in all of my middle school classes.
 - d. By January 25, 2022, using 3 EL strategies, 4 out of 5 (80%) EL students and students with special needs with a grade of F will improve to grade of D or higher.
 - e. By the end of the second quarter in January, after implementing 2 new behavior strategies, students in 3rd and 4th period will reduce disruptive behavior redirections, such as speaking when teachers are speaking and engaging in off task behavior during the first 15 minutes of class time, by 3 or fewer reminders by both teachers.
20. Choose the CSTP focus for this inquiry
 21. Identify Areas of Strength within the CSTP focus in your practice
 22. Identify Areas of Growth within the CSTP focus in your practice
 23. Aspects from the Triad Meeting
 24. Include the Baseline Data which led you to choose your goal
 25. Projected Outcomes you plan to achieve by engaging in this inquiry
 26. Plan the professional learning and research activities you are going to engage in to achieve your goals
 27. Plan and document your Support Provider Observation Activity
 28. Record and reflect on the the professional learning and research activities you participated in and applied to your practice
 29. With your Support Provider reflect on and include rationale on your self-assessed level of mastery on the California Standards for Teaching (CSTP)
 30. Reflect on your professional development plan and the actions taken over this cycle of inquiry, describe the growth and development of your teaching practice.
 31. Describe specific student behavioral or academic outcomes due to the application of the activities you engaged in during your inquiry action cycle. Consider specific student populations.
 32. Include the data showing growth or change over time in regard to your focus goal.
 33. Choose the CSTP focus for the next inquiry
 34. Include the Baseline Data which led you to choose your focus area

ILP Cycle 3:

Planning for Inquiry B

35. Develop an Inquiry Question

36. Using the [SMART Goal Template](#) create a SMART Goal

37. Write your “Measurable Goal” in a sentence

- a. By June 2022, I will create learning experiences where approximately 33% of my families (parents, grandparents, and/or siblings) will be able to participate in activities, lessons, and/or field/CBI trips. This will include situations where parents can teach and learn strategies to use with their child at home. The goal is to have 3 experiences created, carried out, and reflected upon with families before the end of the school year.
- b. 20 of 24 students of Second Grade will be able to draw flowing, balanced, running form drawings in preparation for the acquisition of cursive writing, by December 1, 2021.
- c. By December 2021, I will have successfully normed and implemented 3 social circles in all of my middle school classes.
- d. By January 25, 2022, using 3 EL strategies, 4 out of 5 (80%) EL students and students with special needs with a grade of F will improve to grade of D or higher.
- e. By the end of the second quarter in January, after implementing 2 new behavior strategies, students in 3rd and 4th period will reduce disruptive behavior redirections, such as speaking when teachers are speaking and engaging in off task behavior during the first 15 minutes of class time, by 3 or fewer reminders by both teachers.

38. Choose the CSTP focus for this inquiry

39. Identify Areas of Strength within the CSTP focus in your practice

40. Identify Areas of Growth within the CSTP focus in your practice

41. Aspects from the Triad Meeting

42. Include the Baseline Data which led you to choose your goal

43. Projected Outcomes you plan to achieve by engaging in this inquiry

44. Plan the professional learning and research activities you are going to engage in to achieve your goals

45. Plan and document your Support Provider Observation Activity

46. Record and reflect on the the professional learning and research activities you participated in and applied to your practice

47. With your Support Provider reflect on and include rationale on your self-assessed level of mastery on the California Standards for Teaching (CSTP)

48. Reflect on your professional development plan and the actions taken over this cycle of inquiry, describe the growth and development of your teaching practice.

49. Describe specific student behavioral or academic outcomes due to the application of the

activities you engaged in during your inquiry action cycle. Consider specific student populations.

50. Include the data showing growth or change over time in regard to your focus goal.

51. Reflect on the Year:

- a. Year 1: Discuss possible CSTP(s) of focus for 2023-2024 school year
- b. Year 2: Reflect on how you will continue to grow in the teaching standards.

ILP Cycle 4:

End-of-Year Reflection and Colloquium Preparation

52. Reflect on the various activities you have engaged in throughout the year

53. Create your Colloquium Presentation using the Colloquium Presentation Criteria

54. Link your Colloquium Presentation in the ILP

The Review Team will complete reviews of Cycle Documents within two weeks following the end of each Cycle. Any work needing to be re-submitted is expected to be updated and completed within 2 weeks of the feedback and rubric updates in your Assignment Record.

1. Assignment Record will include feedback, a completed ILP Rubric and Program Criteria Rubric
2. Any Participating Teacher not meeting the expectations on all rubrics will be required to attend a meeting with the Induction Coordinator and their Support Provider to create a plan to get back on track to complete all tasks on time or may have their Induction support extended if necessary

Cycle Reviews will be completed as follows:

-

Cycle Reviews will be completed by:	Updates and resubmissions due no later than:
- Cycle 1 November 1, 2023	Cycle 1: November 10, 2023
- Cycle 2: January 26, 2024	Cycle 2: February 2, 2024
- Cycle 3: April 5, 2024	Cycle 3: April 12, 2024
- Cycle 4: June 7, 2024	Cycle 4: June 14, 2024

Participating Teacher Records

Participating Teachers Induction records are kept in the SCUSD Google Drive and Assignment Record within the cloud-based system. Teachers are emailed copies of the Letters of Participation and Letters of Completion via email and provided direction to back-up copies of their Induction assignments, evidence, assignment records, Letters of Participation and Letters of Completion on a personal drive and/or flash drive to be kept for their own records for seven years. They may access Letters of completion and Letters of Participation per request via email and/or phone message to be sent a copy.

Participating Teacher Records stored in Google Drive on SCUSD private and secure server. Google Drive uses 256-Bit AES encryption to protect data stored “at rest” within the cloud-based system. Data is transmitted via SSL to protect information during transmission. Files are shared only with individuals explicitly prescribed by content owners; all Drive users are required to maintain Google Drive accounts. User IDs and passwords are managed centrally by the district. Passwords conform to district standards and policy, and are required to be reset at 90-day intervals.

Documents used to provide Participating Teachers feedback and records of completion of Induction tasks:

- [Assignment Record Sheet \(2023-2024\)](#)
- [Assignment Record Sheet \(2022-2023\)](#)
- [Assignment Record Sheet \(2021-22PT\)](#)
- [Progress Monitoring Sheet \(2020-21PT\)](#)
- [Letter of Completion](#)
- [Letter of Participation](#)
- [Incomplete Letter](#)

Early Completion Option

(Senate Bill 57)

[The Early Completion Option](#)



SCUSD Induction Program Early Completion Option (ECO)

The Early Completion Option (ECO) was designed to "enable interested candidates with teaching experience . . . to serve in the public schools". Ed. Code section 44468 (e) allows eligible experienced and exceptional individuals to complete a Commission-Approved Induction Program at a faster pace (4, 5 or 6 cycle timeline). It also allows individuals the opportunity to earn a Clear Credential.

ELIGIBILITY

All applicants must be full time employees, hold a California Preliminary Credential with CLAD certification or equivalent, and meet NCLB "Highly Qualified Teachers". (current interns are not eligible)

Out-of-State Teachers:

Three or more years of verified teaching experience, including standards-based, proficient evaluations from site administrators.

Private School Teachers:

Three or more years of private school experience, including standards-based, proficient evaluations from site administrators.

California Teachers:

Three or more years of teaching experience, including standards-based, satisfactory



Request for Clear Credential Recommendation

To begin the online recommendation process, complete the requested information below and return to SCUSD Teacher Induction for approval and processing. Once recommended, you will receive an email from the California Commission on Teacher Credentialing (CTC) with further instructions to complete your online application. Please complete the application as soon as you receive this email. The online recommendation will drop out of the system after 90 days.

Legal Name:

Social Security Number:

Date of Birth:

Home or Cell Number:

Work Phone:

Email Address:

Note: Please login to CTC online to verify/update your current email address, as this will be the primary communication method from the Commission regarding your CA Credential. Credential(s) to Clear (check all that apply):

Multiple Subject:

Single Subject:

Content Area:

Education Specialist:

Specialty Area:

Additional Credential Information:

I authorize use of the personal information provided on this form for the purpose of credential application approval and recommendation by Sacramento City Unified School District (SCUSD) New Teacher Support staff:

Educator Signature:

Date:

Reassignment Request

Person submitting Request: _____ Date: _____

- ☐ Request to change Support Provider
- ☐ Request to change Participating Teacher

Written rationale for request:

I have attempted the following solutions to solve the problem:

For Office Use Only

Next Steps:

Meeting with program leader-date received _____ Meeting scheduled for _____

Meeting outcomes/resolution:

Confirmation of resolution:

Participating Teacher Signature

Date

Support Provider Signature

Date

Program Leader Verification

Date

Request for Postponement or Extension

Induction Postponement/Extension

Name:	Credential Type:
School:	Teaching Assignment:
School Year to Postpone/Extend:	

I have received the information describing the professional induction program offered by the Sacramento City Unified School District's Induction Program. I understand eligibility for financial support from the Sacramento City Unified School District occurs only in my first two contracted years of teaching as a preliminary credential holder in Sacramento City Unified School District. Thereafter, I may be responsible for all costs. I know this is a two-year program designed to meet all requirements for the California Clear Credential under SB2042. I have reviewed the information and my credential obligations and I understand that as an eligible preliminary credential holder, I have a responsibility to enter a teacher induction program in order to become a candidate for recommendation for a Clear Credential. Understanding the previously mentioned statements, I would like to request the Postponement/Extension of my participation start date in the Sacramento City Unified School District Induction Program.

Reason for Postponement/Extension:

Signature:

Date:

SCUSD Induction Appeal Process

The Sacramento City Unified School District Teacher Induction Program Appeal Process is as follows:

1. Eligibility

At the point of hire, the employing agency confirms a candidate's credential status with the California Commission on Teacher Credentialing (CTC). Eligibility requirements include posting a preliminary California Teaching Credential with the CTC in either General Education or as an Education Specialist prior to participation in Induction. Using the enrollment forms provided by the District and the Induction Program, Human Resources staff and/or staff from the Office of Teacher and Leadership Development will, upon hire, refer and or provide eligible candidates with program information. Included in the forms are the: New Hire Form, Induction Brochure, PT Letter of Commitment, PT Roles and Responsibilities, Induction Handbook, Decline to Participate. An eligible teacher, upon submission of all required forms, will be enrolled into the SCUSD Induction Program.

2. Candidate Work

Satisfactory completion of work is based on two components:

▪ Completion of Required Documentation and Tasks

Participating Teacher work must offer evidence of growth along the Continuum of Teaching Practice (CTP) as it relates to the California Standards for the Teaching Profession (CSTPs). Participating Teachers' submissions must provide specific examples of progress and professional development as it relates to the CSTPs. Timely completion of all Induction work may affect enrollment and participation in the program.

▪ Attendance and Participation during Sessions

Attendance and participation during required sessions ensures all Participating Teachers are receiving the professional development and guidance to complete all Induction Requirements.

3. Colloquium

All Participating Teachers must successfully complete and submit an electronic portfolio at the end of each year which includes evidence towards mastery of the CSTPs. Each Participating Teacher must present their portfolio at the annual Colloquium. Participating Teachers will be given credit/no credit for meeting expectations as outlined in the Colloquium guidelines.

4. Determination

If work and or attendance/participation is deemed as Satisfactory by the Induction coordinator (meets all program requirements), then SCUSD Induction coordinator will recommend to the California Commission on Teacher Credentialing (CTC). If work and/or attendance/participation is deemed unsatisfactory, and a recommendation is not being forwarded to the CTC, and/or it is deemed that the Participating Teacher needs to complete additional time in the SCUSD Induction Program, the Participating Teacher may file an appeal to the decision.

SCUSD Induction Appeal Process

Step 1: Informal Appeal Process

- The Participating Teacher discusses the issue with the SCUSD Induction Program Coordinator

Step 2: Formal Appeal Process

- If the issue is not resolved within the informal process, a written appeal may be filed with the Assistant Superintendent of Curriculum and Instruction.
- The Assistant Superintendent of Curriculum and Instruction will conduct a review of the records and meet with applicable parties within 10 working days of receipt of the appeal.
- After conducting the meeting and completing a full review of the records and information, the Assistant Superintendent of Curriculum and Instruction will send a written response to the Participating Teacher outlining the findings and determination within 10 working days.

Step 3: Appeal to the Chief Academic Officer

- If the issue is not resolved in step 2, the Participating Teacher may submit an appeal to the Chief Academic Officer.
- The Chief Academic Officer will conduct a review and meet with the Participating Teacher within 10 working days upon receipt of the appeal.
- The Chief Academic Officer will prepare a written response with the findings to the Participating Teacher within 10 days of the meeting.

Step 4: Appeal to the California Commission on Teacher Credentialing (CTC)

- If the issue is not resolved in step 3, the Participating Teacher may submit an appeal to the California Commission on Teacher Credentialing (CTC) directly

Participating Teachers may access the [Appeal Form](#) using the link or on our [SCUSD Induction Website](#)

Additional Opportunities

CSUS Continuing Education Units

SCUSD partners with California State University, Sacramento to offer six (6) academic semester units for each year of Induction. The course opens in January and closes in late May. Registration and pricing information will be shared on the website and upon completion of the interest survey as soon as it is available. In order to be eligible for units, teachers must complete all program requirements before the course closes and submit a Professional Growth Hours log verifying 90 or more hours.

For more information on units contact:

College of Continuing Education, Sacramento State

3000 State University Drive I

Sacramento, CA 95819

T. 916.278.6249

F. 916.278.3685

www.csus.edu/cce

SCUSD Accommodations and Policies

Access for Individuals with Disabilities

The Sacramento City Unified School District is committed to achieving full compliance with the Americans with Disabilities Act. Sacramento City Unified District DOES NOT:

- Deny the benefits of District programs, services and activities to qualified individuals with a disability on the basis of a disability.
- Discriminate on the basis of disability in access to or provision of programs, services, activities of the District, or application for employment or employment to qualified individuals with disabilities.
- Provide separate, unequal or different programs, services or activities, unless the separate or different programs are necessary to ensure that the benefits and services are equally effective.

The Sacramento City Unified School District operates its programs so that, when viewed in their entirety, they are readily accessible to or usable by individuals with disabilities.

The Sacramento City Unified School District welcomes those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, contact the district ADA Coordinator at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).] For more information go [here](#) and/or [here](#).

Nondiscrimination

The Sacramento City Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

[2021-22 Annual Employee Notification](#)

Sexual Harassment

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form. Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal. Any employee or applicant for employment who feels that he/she or another individual in the district is being sexually harassed should immediately contact his/her supervisor, principal,

other district administrator, or the Superintendent or designee (Chief Human Resources Officer; West Area HR Director, Central Area HR Director, or East Area HR Director at (916) 643-9050) in order to obtain procedures for reporting a complaint.

[Title IX](#)

[Board Policy #4119.11 Sexual Harassment](#)

[Administrative Regulation #4119.11 Sexual Harassment](#)

Student Records

The records of SCUSD Teacher Induction Program participating teachers will be maintained and retained in accordance with the District's record retention policy. (a) Participating Teachers will have access and be provided with a Letter of Participation at the conclusion of the first year and a letter of Completion for the purpose of verifying program completion sent to the participating teacher in an email notification. (b) Participating teachers' digital records are maintained in Google Drive and Google Classroom. (c) Google Drive is on the SCUSD private and secure server. Google Drive uses 256-Bit AES encryption to protect data stored “at rest” within the cloud-based system. Data are transmitted via SSL to protect information during transmission. Files are shared only with individuals explicitly prescribed by content owners; all Drive users are required to maintain Google Drive accounts. User IDs and passwords are managed centrally by the district. Passwords conform to district standards and policy, and are required to be reset at 90-day intervals.

Appeals Process

The Sacramento City Unified School District (SCUSD) Induction Program seeks to provide professional learning opportunities in optimal working and learning environments. If an applicant or program participating teacher questions application procedures, program prerequisites, program requirements, policies and procedures, program extension or deferral requests, equivalency requests, credential eligibility reviews, or other program related issues, the first step is to address the concern with the relevant party, such as the support provider or coordinator. The next step is to reach out to the Induction Program Coordinator to support a plan and resolution.

If the concern is not resolved, the grievance shall be submitted, in writing following the SCUSD Induction Appeal process. The Assistant Superintendent of Curriculum and Instruction will review the concerns, meet with the program participating teacher and investigate the concerns. A decision will be made regarding the grievance and the participant will be notified of the decision within 10 days. Appeals may be submitted to the Chief Academic Officer, within 10 days of notification. A copy of all documentation related to the grievance will be kept on file.

Applicants will receive information about the SCUSD Induction Appeal Process in the SCUSD Induction Handbook, which is provided to all participating teachers as part of their Induction Program materials upon enrollment to the program. Information regarding the SCUSD Induction Appeal Process is also provided upon request.

Uniform Complaints

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs. (T5 CCR 4620) The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics such as, age, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, gender, gender expression, gender identity, ethnic group identification, ethnicity, race, ancestry, nationality, national origin, religion, color, or mental or physical disability, or in any program or activity that receives or benefits from state financial assistance.

[Uniform Complaint Form](#)

Glossary

Assessment: A process for determining an individual's level of performance in a particular field or subject area. Assessment may be formative, for the purpose of informing an individual about his or her own level of performance, or summative, for the purpose of making a formal decision about an individual's performance to determine a specific level of accomplishment.

In the SCUSD Induction Program, assessment is formative and standards-based. Individual teaching performance is assessed through the examination of evidence of teaching practice in the California Standards for the Teaching Profession (CSTP). Evidence may include formal classroom observations, selected teaching products, student work, journals and logs. Formative assessment data is used by the participating teacher to determine progress toward goals on the Individual Learning Plan and by the support provider to provide individualized support to that teacher.

Assignment Record

California Standards for the Teaching Profession (CSTP) revised June 2014 by the California Commission on Teacher Credentialing and the California Department of Education. These Standards are based on research and expert advice pertaining to best teaching practices. The Standards are organized around six interrelated categories of teaching practice.

The six standards are:

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

BTSA: Beginning Teacher Support and Assessment – California Department of Education title for special funding allocated for Induction programs between 1992 and 2012. This program is now called **Teacher Induction Program** and funding is combined in the general fund for public school districts.

CA SB 2042: State Senate Bill 2042 is the law that regulates California's teacher credentialing system and sets standards for induction programs.

CCTC/CTC: California Commission on Teacher Credentialing. This state office oversees all Preliminary and Induction Programs as well as conducts accreditation activities. Credentialing is coordinated by the staff of this office.

CDE: California Department of Education - The state agency that coordinates the work of public schools in California.

Continuum of Teaching Practice (CTP): A document describing different levels of practice or knowledge along various stages of development. This is used as a self-assessment tool describing teaching practice and professional development throughout a teacher's career.

Early Completion Option (ECO): Participating Teachers in the Induction program may accelerate their induction experience based on eligibility requirements from previous teaching experiences such as intern, out-of-state, or private school experiences.

Google Drive: a free cloud-based storage service that enables users to store and access files online. The service syncs stored documents, photos and more across all of the user's devices, including mobile devices, tablets and PCs. Google Drive is used to store files for our Induction Program required documents.

Individual Learning Plan (ILP): A guide and summary of personal inquiry and professional development created by a candidate in collaboration with their coach with input from the site administrator. The plan is initiated within the first 60 days of the program.

Observations: The induction coach conducts classroom observations during the 2 years of Induction. A formal classroom observation is one in which the coach and candidate have a pre-conference meeting to determine aspects of the lesson that will be observed, and observation by the coach who records agreed upon data from a lesson taught by the candidate, followed by a post-observation conference. Coach observation information is not used for evaluation purposes.

Participating Teacher: a term used to refer to a teacher enrolled and participating in the induction program.

Powerschools: an easy to use, web-based information system. PowerSchool will be utilized by SCUSD to track professional learning activities of employees. The SCUSD Induction Program will use the system to provide an easy to use registration process and efficient way to track professional learning participation for the participating teacher and support provider.

Rubric

- [NEW Combined ILP & Program Rubric 23-24](#)

Support Provider: An experienced, highly skilled teacher who works with a participating teacher(s). Support Providers convey knowledge and expertise in supportive and strategic ways, helping new teachers improve their practices. Support Providers guide participating teachers through the Induction process.

Teaching Cycles: The process where participating teachers will self-assess, seek professional development, implement new learning into classroom practice with a support provider observation, reflect and re-assess on the process. A summary of this work is included in the ILP.

Triad Meeting: A formal meeting which includes the candidate, coach and candidate supervisor/evaluator. CTC requires that the ILP be collaboratively developed and include “input from the employer regarding the candidate’s job assignment.” The goal of the meeting is to strengthen the network of support for each candidate and alignment of all program activities to site and district goals.