



Stockton Unified School District

Teacher Induction Program Handbook

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WELCOME TO THE STOCKTON UNIFIED TEACHER INDUCTION PROGRAM*!

Vision Statement: The Stockton Unified School District Teacher Induction Program provides job-embedded professional development experiences combined with individualized support that results in ongoing improvement in teacher practice and student achievement.

*Eligibility for the SUSD Teacher Induction Program is determined by the Candidate holding a current CA Preliminary credential. Candidates must be a full-time SUSD employee in the classroom setting (reflective of the credential that is to be cleared) in order to participate in the Induction program.

PROGRAM OVERVIEW

Mission: The Stockton Unified School District Teacher Induction Program supports teachers with preliminary California credentials through a structured Induction experience designed to increase their pedagogical knowledge and abilities. Completion of the Induction program culminates in a recommendation for a CA clear credential for the teacher Candidate.

The SUSD Teacher Induction Program provides a two-year comprehensive, extended preparation and professional development program for clear credential Candidates in their first years teaching on the Preliminary Credential, focusing on the California Standards for the Teaching Profession (CSTP) in relation to the state adopted academic content standards and performance levels for students and state adopted curriculum frameworks. *Eligible Candidates are matched with a Mentor within 30 days of enrollment. Professional growth is guided by an Induction Mentor through cycles of inquiry and ongoing implementation of an Individualized Learning Plan (ILP). Evidence collection to support the Candidate's progress toward mastery of the CSTP combined with completion of all program requirements will lead to a recommendation for the California clear credential for both general and special education teachers. The two-year SUSD Teacher Induction Program is provided **AT NO COST** to Induction eligible Candidates seeking to clear their preliminary credential!

STOCKTON UNIFIED SCHOOL DISTRICT NON-DISCRIMINATION STATEMENT

District programs and activities (educational, employment, and vocational/adult education) shall be free from discrimination based on gender/sex (including sexual harassment), gender, gender identity, gender expression, race, color, religion (religious creed, national origin, ancestry, ethnic group, marital or parental status,

pregnancy, denial of family care leave, age, physical disability (including HIV and AIDS), mental disability, medical condition (Cancer), Vietnam era veteran status, actual or perceived sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics, or any other unlawful consideration. In compliance with the Americans with Disabilities Act of 1990, the essential functions have been identified for all positions and are on file in the Human Resources Department. Copies are available upon request.

SUSD TEACHER INDUCTION PROGRAM

GOALS & COMPONENTS

Program Goals

- ❖ Ensure the success and retention of beginning teachers
- ❖ Improve the teaching of students from diverse backgrounds
- ❖ Provide job-embedded professional development to qualify for CA Clear Credential
- ❖ Provide an effective transition into the teaching career for first-year and second-year Induction Candidates
- ❖ Improve the educational performance of students through improved training, information and assistance for Induction Candidates
- ❖ Enable Induction Candidates to be effective in teaching students who are culturally, linguistically, and academically diverse
- ❖ Ensure the professional success and retention of Induction Candidates in SUSD
- ❖ Ensure that Induction Mentors provide intensive individualized support and assistance to each Candidate
- ❖ Establish an effective, coherent system of support for Induction Candidates with demonstrating progress toward mastery of the California Standards for the Teaching Profession
- ❖ Ensure that an Individualized Learning Plan for each Induction Candidate is developed within 60 days of enrollment and based on an on-going assessment of the Candidate's development
- ❖ Examine alternative ways in which the general public and the educational profession may be assured that Induction Candidates who remain teaching in SUSD have attained acceptable levels of professional competence
- ❖ Ensure continuous program improvement through ongoing research, development and evaluation

SUSD Teacher Induction Program Components

- ❖ Ongoing professional development: Mentors and Candidates
- ❖ Ongoing support: coaching and "reflective conversations"
- ❖ Support grounded in the Plan, Teach, Reflect & Apply (PTRA) cycle

Requirements for the CA Clear Credential

Demonstrating progress toward mastery of the California Standards for the Teaching Profession (CSTP):

- ❖ Engaging & Supporting All Students In Learning
- ❖ Creating and Maintaining Effective Environments for Student Learning
- ❖ Understanding & Organizing Subject Matter for Student Learning
- ❖ Planning Instruction & Designing Learning Experiences for All Students
- ❖ Assessing Students for Learning
- ❖ Developing as a Professional Educator

Ongoing assessment of teacher and student learning utilizing the Continuum of Teaching Practice and through an Individualized Learning Plan (ILP)

- ❖ Engagement in inquiry cycles, conducting action research
- ❖ Collection of evidence: growth in the CSTP over two-year Induction experience
- ❖ The Individualized Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the Induction Candidate.
 - The SUSD Teacher Induction program does not share the Induction program information for evaluation for employment purposes.

COMMISSION ON TEACHER CREDENTIALING (CTC) CALIFORNIA TEACHER INDUCTION PROGRAM STANDARDS

Standard 1: Program Purpose

Each Induction program must support Candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, which helps each Candidate work to meet the California Standards for the Teaching Profession.

Standard 2: Components of the Mentoring Design

The Induction program mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for Candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for Candidates based on needs determined by the teacher and program provider, in consultation with the Site Administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified Candidate competencies that support the recommendation for the credential. Mentoring support for Candidates must include both “just in time” and longer term analysis of teaching practice to help Candidates develop enduring professional skills. The program’s design features both individually and as a whole must serve to strengthen the Candidate’s professional practice and contribute to the Candidate’s future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The Individualized Learning Plan (ILP) must address the California Standards for the Teaching Profession and provide the road map for Candidates’ Induction work during their time in the program along with guidance for the Mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the Candidate and the Mentor, with input from the employer regarding the Candidate’s job assignment, and guidance from the program staff. The ILP must include Candidate professional growth goals, a description of how the Candidate will work to meet those goals, defined and measurable outcomes for the Candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The Candidate’s specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the Candidate and the Mentor may add additional goals based on the Candidate’s professional interests such as, for example, advanced certifications, additional content area literacy, and early childhood education. Within the ILP, professional learning and support opportunities must be identified for each Candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the Candidate and the Mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular Mentor and Candidate interactions, observations of colleagues and peers by the Candidate, and other activities contained in the ILP.

In addition, the mentoring process must support each Candidate’s consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to

further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the Mentor must encourage and assist Candidates to connect with and become part of the larger professional learning community within the profession.

Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified Mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for Mentors must include but are not limited to:

- ❖ Knowledge of the context and the content area of the Candidate's teaching assignment
- ❖ Demonstrated commitment to professional learning and collaboration
- ❖ Possession of a Clear Teaching Credential
- ❖ Ability, willingness, and flexibility to meet Candidate needs for support
- ❖ Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- ❖ Providing "just in time" support for Candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- ❖ Facilitation of Candidate growth and development through:
 - Modeling
 - Guided reflection on practice
 - Feedback on classroom instruction
 - Connecting Candidates with available resources to support their professional growth and accomplishment of the ILP
 - Reviewing the ILP with Candidates and making adjustments as needed

The program must provide ongoing training and support for Mentors that includes, but is not limited to:

- ❖ Coaching and mentoring
- ❖ Goal setting
- ❖ Use of appropriate mentoring instruments
- ❖ Best practices in adult learning
- ❖ Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- ❖ Program processes designed to support Candidate growth and effectiveness

Standard 5: Determining Candidate Competency for the Clear Credential Recommendation

The Induction program must assess Candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of Candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the Candidate's successful completion of the activities outlined in the ILP. Prior to recommending a Candidate for a Clear Credential, the Induction program sponsor must verify that the Candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and

documented evidence, collaboratively assembled by the Candidate, the Mentor and/or other colleagues, according to the program's design. The Induction program recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for Candidates, and a procedure for Candidates to repeat portions of the program, as needed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by Mentors to Candidates, using criteria that include Candidate feedback, the quality and perceived effectiveness of support provided to Candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to Mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of Mentors, if the pairing of Candidate and Mentor is not effective. The program must provide a coherent overall system of support through the collaboration, communication and coordination between Candidates, Mentors, school and district administrators, and all members of the Induction system.

INDIVIDUALIZED LEARNING PLAN (ILP)

The Individualized Learning Plan (ILP) is collaboratively developed by the candidate and the mentor, with input from the site administrator and with guidance from Induction program staff. The ILP addresses the California Standards for the Teaching Profession and includes:

- ❖ Candidate professional growth goals (areas of focus)
- ❖ A description of how the candidate will work to meet those goals
- ❖ Defined and measurable outcomes for the candidate
- ❖ Planned opportunities to reflect on progress and modify the ILP as needed

The ILP cycles of inquiry and reflection will document progress through the two-year induction journey; the candidate's specific teaching assignment should provide the appropriate context for development of the overall ILP.

The Beginning-of-the Year Reflection activities serve as the foundation for the Individualized Learning Plan. Through a collaborative assessment using the Continuum of Teaching Practice (CTP) for the CSTP, the candidate and mentor pinpoint specific strengths and determine the necessary steps for professional growth. Guided by the CSTP, the candidate selects particular professional development focus areas. The plan then outlines the essential support systems, potential evidence and artifacts, and expected measurable outcomes required to monitor the candidate's advancement. Upon finishing a cycle of inquiry and reflection, candidates have the option to update their current goals before moving on to new objectives in the subsequent cycle.

The Individualized Learning Plan is the foundational document for the candidates to record the inquiry and reflection cycle. Mentors will guide the candidate to develop identified goals, describe the challenge, and identify expected teacher and student outcomes as measurable goals. With guidance and support from the mentor, the candidate will further develop the Inquiry and Action Plan, in which the candidate will document the inquiry process, systems of support, implementation in the classroom, and timeline for completion.

Upon completion of the cycle of inquiry, the candidate will reflect upon the effectiveness of instruction, analysis of student and other outcomes of data, and use these data to further inform the repeated cycle of planning and instruction.

The mentors are instrumental in encouraging and assisting candidates through the ILP cycles of inquiry and reflection. Mentor support for candidates includes both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. Mentors will meet with candidates no less than one hour per week, which will be documented on the Collaborative Logs.

The Individualized Learning Plan and candidate's progress on their goals is not shared by the program with site or district administrators. The Individualized Learning Plan is not used for evaluation for employment purposes.

2024 California Standards for the Teaching Profession (CSTP) Placemat

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
Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.	Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.
1A Focus on Students: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. 1B Knowledge of Students: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. 1C Student Backgrounds and Family Engagement: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning. 1D Diversity and Equity: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	2A Learning Environment: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth. 2B Student Behavior: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. 2C Organizational and Resource Management: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive. 2D Inclusive Environment: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.	3A Knowledge of Subject Matter and Pedagogy: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development. 3B Connecting Subject Matter to Real-World Contexts: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. 3C Curriculum and Resources for Specific Students and Student Groups: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth. 3D Content and Skills across Subjects: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. 3E Curriculum Materials and Resources: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

CSTP 4 Planning Instruction and Designing Learning Experiences for All Students	CSTP 5 Assessing Students for Learning	CSTP 6 Developing as a Professional Educator
Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.	Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.	Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.
4A Planning Instruction for Student Learning: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests. 4B Designing and Developing Instruction for Student Learning: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. 4C Facilitating Instruction for Student Learning: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy. 4D Adapting Instruction for Student Learning: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	5A Understanding and Using Assessments: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. 5B Interpreting and Using Assessment Data to Inform Student Learning: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning. 5C Communication of Assessment Data: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress. 5D Assessment for Continuous Improvement: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	6A Reflection on Practice: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness. Focused Professional Learning: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals. 6B Collaboration with Colleagues: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs. 6C Collaboration with Families, Guardians, and the Community: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being. 6E Ethical Conduct and Professional Responsibilities: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being. 6F Activating Access and Equity: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. 6G Personal Growth and Well-Being: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

CANDIDATE ELIGIBILITY AND ENROLLMENT

The Stockton Unified School District is responsible for ensuring Candidate eligibility for the Induction program. Eligibility for the SUSD Teacher Induction Program is determined by the Candidate having a current CA Preliminary multiple subject, single subject, or education specialist credential. Interns, Provisional Interns, Short-Term Staff Permit, and substitute teachers are not eligible for the Induction program. Candidates must be a full-time SUSD employee in the classroom setting (reflective of the credential that is to be cleared) to participate in the Induction program.

Once eligibility for the Induction program is verified by the SUSD Human Resources Department and the Candidate's preliminary credential is issued by the CTC, the following steps are taken:

Candidate attends an Induction Information & Enrollment session with the Induction program staff where general programmatic information is provided and the Candidate completes the SUSD Teacher Induction Program Candidate Application. Following the information session, Induction program staff matches the Candidate with an Induction Mentor. Candidates and Mentors attend the fall Induction orientation together to obtain information and details about the program requirements.

Candidates will not be allowed to attend SUSD Teacher Induction Program events until enrollment has been completed. Eligible Candidates are able to enroll up until the year one orientation. Candidate enrollment after the year one orientation will be considered on a case-by-case basis and contingent upon the availability of an experienced, approved Induction Mentor. Teachers who are eligible for Induction after this date (late hires, teachers receiving their preliminary credential past this date) are assigned a Mentor for support; however, they are not expected to begin the folio requirements until the following school year.

CANDIDATE AND MENTOR MATCHES

The SUSD Teacher Induction Program identifies and assigns an Induction Mentor to each eligible Candidate within the first 30 days of the Candidate's enrollment in the program. Induction Mentor matches are determined based on the credentials held by the Candidate and Mentor, same/similar grade level and/or subject area, or education specialist authorization. Every effort is made to match Candidates and Mentors at the same site. In addition, Site Administrator and Candidate input are considered when making the appropriate Candidate and Mentor matches.

Induction Mentors are NOT evaluators. Communication between the Induction Mentor and Candidate's Site Administrators around the ILP development occurs; however, specific information regarding quality of instruction is not shared.

PROGRAM POLICIES FOR CANDIDATES

Professionalism

Candidates are professionals entering a graduate level course of study that will lead to their recommendation for a California Clear Credential. It is expected that they will present themselves in a professional manner, both in actions and expectations. They are responsible for bringing value to all aspects of the induction process.

Attendance

It is important for the professional growth of the candidate that they participate in all Induction requirements. The expectation is that candidates arrive and participate fully in each session. Arriving late and/or leaving early from Induction meetings/activities will result in the inability to purchase Extended education units and may require a make up assignment/meeting.

Enrollment

Teachers are enrolled into and begin induction in their first year of teaching with a preliminary credential or upon recommendation of the preliminary credential if already a teacher of record, which has been verified by the Induction Program Staff. Candidates who transfer to another district at the conclusion of year 1, will apply their Induction experiences to their new Induction program. At the request of the candidate, an exit interview between the candidate and the Induction Program Administrator will occur and a program checklist will be completed. If the candidate is not hired in another California school district and there is a gap in teaching, participation in an induction program is not allowed until employed (per State guidelines).

University/College Credit (Extended Education Units)

University/College Credit units are available for purchase. Please see the criteria for candidate eligibility in **Extended Education Units**.

ROLES AND RESPONSIBILITIES OF INDUCTION CANDIDATES

- ❖ Attend SUSD Induction Program Orientation (August)
- ❖ Meet with your Induction Mentor within one week of assignment to discuss their role as an Induction Mentor and for assistance with school year startup
- ❖ Develop a positive professional relationship with the mentor, characterized by openness, collaboration, and reflection
- ❖ Meet with your Induction Mentor for a minimum of one hour per week, beyond contractual day, to receive immediate “just-in time” support and engage in the Induction process
- ❖ Utilize an electronic portfolio system to submit evidence of growth in the California Standards for the Teaching Profession (CSTP) and Individualized Learning Plan (ILP) goals
- ❖ Complete program requirements as outlined in the Induction Program ILP Review Dates (Timeline for Progress)
- ❖ Meet annually with your Induction Mentor and Site Administrator (Triad Meeting) to develop the Individualized Learning Plan (ILP)
- ❖ Attend and actively participate in all Inquiry & Networking sessions and Colloquium with your Induction Mentor and Induction program staff
- ❖ Engage in Professional Development activities to support your Individualized Learning Plan (ILP) goals
- ❖ Review all feedback documents and other program components, and provide revisions in a timely manner
- ❖ Read all communication and respond to all requests for information from Induction Program Staff
- ❖ Complete ongoing program evaluation activities as required (i.e. state and local surveys).

Please Note: Candidates must complete the above activities and requirements related to the SUSD Teacher Induction program within the established timelines in order to be recommended for a California Clear credential.

If a candidate needs to take a leave of absence (maternity, FMLA, medical, military leave, etc.) from the SUSD Teacher Induction Program, Candidates must contact program staff in writing as soon as possible. Based upon the timing and length of the leave of absence, program staff has sole discretion on whether program requirements can be made up or if completing all or part of the program and folio requirements in the subsequent year would be most appropriate.

INDUCTION INTEGRITY GUIDELINES

For Candidates in SUSD's Teacher Induction program, plagiarism is considered a form of academic dishonesty and can result in immediate removal from the SUSD Teacher Induction program, which may affect the candidate's ability to clear their credential.

Types of plagiarism:

- **Direct copying:** Submitting another's work, in whole or in part, as your own
- **Self-plagiarism:** Submitting your own identical or similar work for more than one assignment without prior approval
- **Using AI without attribution:** Submitting material generated by artificial intelligence as your own without permission or proper citation

Please Note: Candidates who engage in any act of plagiarism will result in immediate removal from the SUSD Teacher Induction program.

ROLES AND RESPONSIBILITIES OF INDUCTION MENTORS

- ❖ Participate in Mentor training during the school year
 - Training may be up to 5 sessions or whatever is appropriate for your experience level as a mentor or the needs of your candidate(s)
- ❖ Attend SUSD Induction Program Orientation, Inquiry & Networking Sessions , and Colloquium with my candidate(s) and Induction Program Staff
- ❖ Meet with your Induction Candidate(s) within one week of assignment to discuss your role as the Induction Mentor and for assistance with the school year startup
- ❖ Actively develop a positive, collaborative working relationship with each candidate
- ❖ Meet with your Induction Candidate(s) for a minimum of one hour per week, beyond contractual day, to provide immediate “just-in time” support and engage in the Induction process
- ❖ Utilize an electronic portfolio system to support and monitor Candidate’s evidence of growth in the California Standards for the Teaching Profession (CSTP) and Individualized Learning Plan (ILP) goals
- ❖ Guide the development and ongoing review of the candidate's ILP, ensuring the 'living document' remains aligned with candidate growth goals and program requirements
- ❖ Assist Candidate(s) with completion of program requirements as outlined in the Induction Program Timeline for Progress, including ongoing review of portfolio contents and ILP activities
- ❖ Meet annually with your Candidates’ Site Administrator/Evaluator to develop the Individualized Learning Plan (ILP)
- ❖ Utilize coaching skills to support professional growth of candidates
- ❖ Read all communication and respond to all requests for information from the Induction Program Administrator and/or Induction Program Staff
- ❖ Document individual and collaborative time on Collaborative Logs
- ❖ Complete ongoing program evaluation activities as required (i.e. state and local surveys)
- ❖ Maintain satisfactory or better teacher evaluation during service as an Induction Mentor
- ❖ Maintain supportive and professional relationships with candidates ensuring that all interactions reflect the values and policies of SUSD and the Teacher Induction Program
- ❖ Be a role model for ethical behavior, punctuality, and collaborative communication
- ❖ Uphold and demonstrate the highest standards of professional responsibility, integrity, and conduct relative to all elements of CSTP 6.
- ❖ Maintain professional confidentiality between the candidate and mentor
- ❖ Contact the Induction Program Staff with any concerns and/or needs for additional candidate support regarding Induction requirements
- ❖ As an Induction Mentor, I agree to provide the services listed above to support a Candidate through the two-year Induction program

Please Note: If a mentor needs to take a leave of absence (maternity, FMLA, medical, military leave, etc.) from the SUSD Teacher Induction Program, the mentor must contact program staff in writing as soon as possible. Based upon the length of leave, adjustments in mentor compensation may be necessary.

INDUCTION FOLIO REVIEW

Candidates and Mentors have shared access to an online Induction (Google) folio. Activities contained in the folio are completed during weekly meetings according to the ILP Review Dates (Timeline for Progress). The essential component of the folio is the Candidate's Individualized Learning Plan (ILP). The ILP is the comprehensive document utilized to complete requirements for the CA clear credential and show progress toward mastery of the California Standards for the Teaching Profession (CSTP).

Mentors will use the checklists to ensure Candidates move beyond "tasks" into thoughtful professional inquiry and data-driven analysis. Mentors will only "date and initial" once every checklist box is objectively verified. Mentor's initials will certify that they have reviewed their candidate's work and it is ready for Program Staff to complete the final review. The Mentor Review is due prior to the Program Staff Review date. Should any work need completion and/or revision, it is the expectation that the Candidate and Mentor will complete/revise according to what is specified by program staff within one week of receiving the written feedback.

Extensions for monthly review activities are approved by program staff on a case-by-case basis for extenuating circumstances only and must be requested in advance in writing by the Candidate (or Mentor as appropriate for the requirement).

Extenuating circumstances are considered those that are beyond the Candidate's (or Mentor's) control, such as extended illnesses or leaves, family emergencies, etc. Extensions granted for such extenuating circumstances are at the sole discretion of program staff and are limited to one week beyond the Timeline for Progress review date.

Candidates who do not respond to communication from program staff regarding the timely completion of folio requirements may be subject to immediate withdrawal from the program.

Site Administrator Triad Meeting

The Individualized Learning Plan (ILP) is collaboratively developed by the Candidate and Mentor, with essential input from the Candidate's Site Administrator. To gather input on the Candidate's CSTP standard focus areas and growth goals, the Candidate and Mentor will schedule a Triad Meeting with the evaluating administrator. All information shared during the Triad Meeting is strictly for professional growth and reflection purposes and will not be used for the formal STA evaluation. Following the meeting, Candidates and Mentors will complete, sign, and upload the **Triad Meeting with Administrator** document to their ILP.

OBSERVATIONS & SUB REQUEST FORMS

The program provides the opportunity for both Mentors and Candidates to observe over the course of the year. Mentors have a minimum of one required observation as part of the data gathering for the initial ILP development. It is also encouraged that Mentors observe their Candidates at least once to support the implementation of one (or more) of the ILP goals. Mentors will utilize the Mentor Observation Form when they observe their Candidates. To obtain a substitute teacher, Mentors will utilize the Mentor Sub Request Form. (Please see the Induction Program Google site under the Mentor tab.)

The program provides two days for the Candidate to utilize a substitute to support their implementation of their ILP goals. Activities can be to observe other educators in the classroom or attend professional development that supports the ILP goals. Candidates will utilize the Candidate Sub Request Form - Part 1 and Part 2. (Please see the Induction Program Google site under the Candidate tab.)

PROGRAM STAFF FEEDBACK

Following the mentor's review of the candidate's ILP activities, program staff will review candidate activities within their Google folios **on the initial workday after ILP Timeline for Progress review dates**. Candidates and mentors are provided feedback on each section. Feedback regarding any necessary revisions will be listed on the Program Review & Feedback Form. ***Any necessary revisions must be completed within one week of the feedback.*** Should a candidate's work not meet program criteria, the candidate and mentor will receive additional feedback for needed revisions or to provide clarity.

Candidates will be ineligible for extended education units if their work:

- ❖ Fails to reflect consistent weekly progress on ILP activities (verified through Google history on the ILP/Induction Folio)
- ❖ Is not finished by the ILP review date according to the Timeline for Progress (verified through Google history)
- ❖ Required revisions are not addressed within the one-week deadline (verified through Google history)

Please see the full criteria for candidate eligibility of extended education units in the [Extended Education Units](#) section.

EARLY COMPLETION OPTION

Early Completion Guidelines

SB 57 (Scott) provides for an Early Completion Option (ECO) for Multiple, Single Subject and Education Specialist Induction Candidates. The legislation is intended to enable experienced and exceptional Candidates to complete a California Teacher Induction Program at an accelerated pace. The early completion option is equally as rigorous as the full-length program. The applicant must hold a preliminary multiple subject, single subject, or Education Specialist credential and be deemed by the approved Induction program and the employing district to be appropriate for the Early Completion Option.

Eligibility Criteria

The opportunity to apply for the Early Completion Option (ECO) is made available to Candidates during the first year of induction at the mid-year point. Only Candidates who are in good standing in the Induction program are provided the opportunity to apply for the ECO. “Good standing” in the program is determined by:

- ❖ Completion of any/all remaining preliminary credential requirements (RICA, CTET, out-of-state/country requirements, etc.)
- ❖ Candidates who have previously withdrawn from the induction program and have re-enrolled in the program are not eligible to apply for the ECO
- ❖ Attendance at all required Induction activities (to date)
- ❖ Completion of program requirements (to date) according to the ILP Review Dates (Timeline for Progress) with **no revisions required**
- ❖ Demonstrated weekly progress on ILP activities as verified via Google History on the ILP/Induction folio
- ❖ Documentation of weekly meetings with Induction Mentor (collaborative logs)

Candidates will indicate their interest in applying for the ECO by completing a survey at the mid-year point. Induction Program Staff will notify eligible Candidates regarding the required Early Completion Option Information meeting they must attend in order to receive the application materials. Candidates must submit a complete ECO application by the established due date in order to be considered for the ECO--NO EXCEPTIONS.

Early Completion Option (ECO) Application: Two Part Process

PART ONE

The applicant must provide a compelling picture of their experience and exceptionality in the following ways:

- ❖ Submit a completed Stockton Unified School District Teacher Induction Program ECO Application.
- ❖ Submit a professional resume that includes documentation of previous experience as the teacher of record in a similar TK-12 classroom teaching assignment (i.e. grade level and/or subject area). Current year of teaching, student teaching/residency, or substitute teaching is not considered adequate previous experience for this requirement.
- ❖ Submit a minimum of three (3) recommendations (on templates provided in the application):

- ❖ One must be from the current Site Administrator
- ❖ One must be from the current evaluator (if this is the same as above, an additional letter is required from another administrator)
- ❖ One can be from a practicum supervisor, cooperating/ master teacher, or colleague
- ❖ Submit a minimum of two years of authenticated (signed) final evaluations of classroom teaching indicating “satisfactory or better” status in the California Standard for the Teaching Profession (CSTP). Non CSTP-based evaluations must reflect equivalency to the CSTP.
- ❖ Contribute to the Induction May Colloquium by sharing evidence of exceptional teaching practice through a brief presentation, evidence of student learning, etc. (content TBD in partnership with Induction Program Staff).

****ONLY THOSE APPLICANTS WHO HAVE SUBMITTED THE ABOVE ITEMS (1-4),
WILL PROGRESS TO THE PART TWO OF THE APPLICATION PROCESS****

Following the submission of the above items, applicants will be notified if they can proceed with part two of the Early Completion Option (ECO) application process.

PART TWO

Applicants must submit via the Early Completion Option (ECO) folio:

- ❖ Evidence of exceptional teaching practice (video).
 - Submit a 10-15 minute video clip of a lesson that you have taught this year that is representative of your current exceptional teaching practice. The primary content of the video should show you providing instruction to your students.
 - Complete a summary (see details on template provided in the application) of how the video clip specifically demonstrates exceptional instructional practices relative to all elements of CSTP 1, 2, and 3. Lesson plan and student (from the recorded lesson) that demonstrate mastery of lesson objectives need to be submitted.
- ❖ Evidence that substantiates experience and exceptionality in three of the California Standards for the Teaching Profession (CSTP).
 - The evidence must be classroom-based and demonstrate exceptional application of the three CSTP's that are not currently the focus of the ILP.
 - Evidence must be submitted electronically and organized by the CSTP.

Upon receipt of a complete application and ECO folio an interview will be scheduled for the Candidate with the SUSD Teacher Induction Leadership Team to determine final approval for the Early Completion Option

- ❖ **Acknowledgements:**
 - It is understood by the Candidate that the Induction Leadership Team may contact the Induction Mentor and/or current Site Administrator regarding the applicant's qualifications for the ECO.

❖ **Progress Monitoring:**

- The Candidate agrees that missing any program requirements will be cause for the withdrawal from the Early Completion Option. The Candidate must continue to demonstrate that the ECO is appropriate for him/her. The Candidate must retain the continuing recommendation of the current Site Administrator that ECO is appropriate. If a Candidate is unable to continue to demonstrate appropriate placement in the ECO or selects to enter the full program, the Candidate is responsible for completing the full-length SUSD Teacher Induction Program.

❖ **Completion:**

- The ECO Candidate must demonstrate that she/he has the knowledge, skills, abilities and competencies required of all teacher Candidates who complete the full length program as detailed in the six California Standards for the Teaching Profession (CSTP).
- The SUSD Teacher Induction Program Administrator or designee will make the final recommendation to the Induction Advisory Council regarding the Candidate's completion of the ECO.

COLLABORATIVE LOGS

Accountability for completing Induction program requirements is captured through mentors submitting weekly Collaborative Logs. A link to each month's Collaborative Log is posted monthly on the Induction Google site. It is the expectation that mentors log their time **at the conclusion of each** weekly meeting with candidates. The Collaborative Log links will "expire" by the sixth of the subsequent month at 8:00 am (unless otherwise noted). *"Back-logging" **will not** be permitted.*

Mentor compensation is contingent upon accurate completion of each monthly Collaborative Log. **Mentors and Candidates seeking university credit must have Induction activities and meetings documented on the Collaborative Logs** to be recommended for the units. Please see the criteria for extended education eligibility in the Extended Education Units section.

UNIVERSITY CREDIT FOR INDUCTION CANDIDATES AND MENTORS

The Stockton Unified School District Teacher Induction Program offers an opportunity for university/college credits (Extended Education Units). Please keep in mind that Candidates are NOT required to purchase units to earn a CA clear credential.

Induction Candidates

Induction Candidates meeting program requirements as outlined below, as well as in the [Induction Candidate Roles and Responsibilities](#), are eligible to purchase Extended Education Units:

- ❖ Weekly meetings with Mentor documented on collaborative logs through Colloquium
- ❖ Demonstrated **weekly** progress on ILP activities-September through May (verified via Google History on the ILP/Induction folio)
- ❖ Attendance and participation at Induction Orientation, Inquiry Networking & Support Sessions, and May Colloquium with Mentor
- ❖ ILP activities completed according to the ILP Review Date on the Timeline for Progress (verified via the Program Staff Feedback form)
 - Complete required revisions within one week of the feedback (as noted on the Program Staff Feedback form)

Induction Mentors

Induction Mentors meeting program requirements as outlined in the [Induction Mentor Roles and Responsibilities](#) and the following are eligible to purchase Extended Education Units:

- ❖ Attendance at Mentor trainings
- ❖ Attendance at Induction Orientation, Inquiry Networking & Support Sessions, and May Colloquium with Candidate
- ❖ 90 hours total per year documented on the collaborative logs through Colloquium
 - Weekly meetings with Candidate
 - Mentor Trainings
 - Site Administrator TRIAD Meeting
 - Mentor Observation(s)
 - Preparing agendas for weekly meetings*
 - Mentor review of candidate ILP activities*
 - Mentor research for candidate growth goals
 - Review of Induction Mentor Training materials*

***Please Note:** Mentor independent hours should not exceed 40 hours per year. Additionally, mentors may purchase a maximum of two years of Extended Education Units.

IMPORTANT!

- ❖ Units will be approved during the current participation year only

- Candidates and Mentors are not able to apply for units retroactively (beyond registration deadlines)
- ❖ Depending on the length/timing of any type of leave (maternity, FMLA, medical, leave of absence, etc.), Candidates and/or Mentors may not be eligible to apply for the units

Still have questions? See the [FAQs](#)

INDUCTION EVENTS & PROFESSIONAL DEVELOPMENT

Candidates are required to participate in specific mandatory events each year, and it is essential that Mentors accompany their Candidates to every one of these sessions. Multiple opportunities for each event are offered.

If a make-up is needed:

- ❖ It must be pre-approved by program staff and/or require a doctor's note or appropriate evidence
- ❖ Mentors may be ineligible for university credits
- ❖ Program staff reserves the right to meet with the candidate regarding any concerns regarding habitual make-ups
- ❖ Make-ups may require additional candidate/mentor assignments to assure completeness of concepts/topics missed

Parking:

- ❖ Please allow time for parking, so that you arrive to the event on time
- ❖ Park only in designated spaces
- ❖ Secure your vehicle with any valuable items out of sight
- ❖ Use the buddy system when leaving, especially after dark

Induction events are district supported. All rules of conduct for district events also apply. Maintain professional behavior. Please do not:

- ❖ Show up to events, or return to an event from lunch, under the influence of alcohol or any other substances. Incidents at Induction events are **not** covered under confidentiality agreements; they can and will be discussed with Site Administrator and/or appropriate district personnel.
- ❖ Children or guests are not able to be at Induction events. This is a liability issue. You will be asked to leave and re-register for another date.

At every event you will be expected to:

- ❖ Show up before the event start time
- ❖ Stay until the end of the event in order to sign/scan out for attendance credit
- ❖ Bring your district, fully charged device, for getting on the internet and working online
- ❖ Bus your own tables; please throw away all trash before leaving
- ❖ Maintain professional behavior by following professional norms

CSTP Best Practices

Candidates have both informal and formal opportunities to engage in professional development activities relative and unique to their CSTP Growth Goals. The Inquiry and Networking Meetings provide a formal opportunity for Candidates to engage in collaborative discussions to further their ILP Action Plans. Other Professional development opportunities are held at the district and/or site level to support Candidates ILP

Growth Goals and are guided/facilitated by Mentors.

Mentor Best Practices

Program Staff provide Mentors with both formal and informal opportunities to come together to network and collaborate with Mentor colleagues through required Mentor training, facilitating Mentor partnerships, etc.

Google Site

The [Induction Program Google site](#) is a resource for mentors and candidates to get general information, access forms, resources, event information and view the monthly Induction newsletters. It should be checked on a regular basis during weekly meetings.

Newsletter

Induction newsletters are distributed to all Mentors and Candidates via the [Induction Program Google site](#) by the first of each month. Important reminders, updates, opportunities, and celebrations are part of each newsletter. Candidates and Mentors are expected to read each monthly newsletters to receive valuable information.

CLEAR CREDENTIAL RECOMMENDATION

Upon completion of all program requirements the Candidate is recommended for a California Clear Credential after Induction Advisory Council (IAC) approval. Once approved by the IAC, Induction Program Staff completes the CTC online recommendation for the clear credential. If, on the clear credential application (41-4 form), a Candidate answers “Yes” to any of the Professional Fitness questions, they will be asked to submit the CTC Explanation form (OA-EF) along with any other required supporting documentation prior to the online recommendation. Candidates complete the online recommendation process and are responsible for the CTC credential processing fee. In the event that the recommendation expires and needs to be re-submitted, a credential processing fee from SUSD will be incurred in order to re-submit the recommendation.

The program creates a digital archive of the Candidate’s records and Induction folio in Google Drive. The Candidate may access and make copies of their digital folio at any time while they are active in the program. If the Candidate is no longer able to access their folio or need copies of program records because they are no longer an employee of SUSD, they may request that the SUSD Teacher Induction Program provide them with digital or paper copies of their records/folio contents. Digital records are maintained by the program for a period of at least five years. If after five years the program determines a need to destroy Candidate records, they will be notified in writing.

Ownership of digital records are generated by the Administrator of Instructional Technology using Google Applications for Education (GAPE) and are stored in a password protected Google Drive. Access to the records while Candidates are active in the program is granted to the Induction Mentor, Induction Candidate, and Induction Program Staff (Administrator, Program Specialist, and Support Staff).

IMPORTANT REMINDERS!

- ❖ Completion of the SUSD Teacher Induction Program is the responsibility of the Candidate.
- ❖ Candidates who do not complete a commission approved Induction program as a renewal requirement for the preliminary multiple, single, or education specialist credential cannot be recommended for the clear credential. This includes any outstanding preliminary credential requirements (RICA, any additional out-of-state/country requirements).
- ❖ Failure to complete a commission-approved Induction program by the preliminary credential expiration date will result in a Candidate’s loss of licensure to teach in California.
- ❖ Program requirements outlined in the Induction Candidate Roles and Responsibilities are specific to the SUSD Teacher Induction Program. Candidates who withdraw or transfer to another program are provided written verification for completing a whole year of Induction; no partial year credit is given.

LEAVE OF ABSENCE

Teaching Status & Leaves

Please note that continuous on-campus teaching is a core requirement of the SUSD Teacher Induction Program. If at any point a candidate is not on campus actively teaching students, Induction program enrollment will need to be paused.

- ❖ **Notification:** If a candidate requires a leave of absence (including maternity, FMLA, medical, military leave, etc.), candidates must notify the induction program staff in writing as soon as possible.
- ❖ **Program Adjustments:** Depending on the timing and duration of leave, program staff, in conjunction with the Induction Program Leadership Team, holds sole discretion to determine whether missed requirements can be made up within the current year, or if it is most appropriate for the candidate to complete all or part of the program and folio requirements during the subsequent school year. (**Please Note:** Financial costs may be incurred.)

CANDIDATE WITHDRAWAL FROM THE INDUCTION PROGRAM

Candidate withdrawal from the SUSD Teacher Induction Program occurs under the following circumstances:

- ❖ Candidate fails to meet the program requirements as outlined in the Roles and Responsibilities, resulting in the Candidate being required to withdraw from the program. This includes meeting folio review requirements (as outlined in the Timeline for Progress).
- ❖ Candidates who are required to withdraw from the Induction program based on the inability to meet the program requirements may not re-enroll in the program.
- ❖ Candidates choose to withdraw from the program on their own for personal reasons. Candidate requests for withdrawal must be submitted in writing to the Induction Program Administrator.
- ❖ Candidates who choose to withdraw from the Induction program on their own based on personal reasons may re-enroll in the program at their own cost.
- ❖ Candidates who choose to withdraw from the Induction program and subsequently re-enroll in the program are no longer eligible to apply for the Early Completion Option (ECO).

IMPORTANT REMINDERS!

Per Article 26.6 of the STA contract, all Candidates that are eligible for Induction (formerly BTSA) are required to participate in the SUSD Teacher Induction Program. Candidates who choose to withdraw from the program may be subject to contract violation as determined by the Human Resources Department.

- ❖ Candidate eligibility is determined once the preliminary credential is issued by CTC and visible on the CTC website.
- ❖ Candidate understands that funding in the SUSD Teacher Induction Program is limited to two years only. Completion beyond the two years may be at their own expense.
- ❖ Candidate has the sole responsibility of maintaining the appropriate credential status.

EXTENSION AND CHALLENGE PROCESS

Completion of the Stockton Unified School District Teacher Induction Program is based on Induction Candidate achieving progress toward mastery of the California Standards for the Teaching Profession as demonstrated through reflection and evidence collected in the Candidate folio activities and by completion of program requirements while Candidate is employed as the teacher of record in SUSD. Induction Candidates who do not complete all of the SUSD Teacher Induction Program requirements will not be recommended for a Clear California Teaching Credential from the California Commission on Teacher Credentialing.

If the Induction Candidate has not satisfactorily completed the requirements of the program, the Candidate will:

- ❖ Review the Program Staff feedback and/or communication provided to identify actions needed to complete and/or meet Induction program requirement(s).
- ❖ Collaborate with Induction Mentor to revise the work submitted according to the Program Staff feedback within the timeline provided. NOTE: It is the Candidate's responsibility to contact Induction Program Staff regarding any clarification needed to revise work according to completion of program requirement(s).
- ❖ Complete identified actions to meet Induction program requirement(s) within the timeline provided by Program Staff.

If the Induction Candidate has still not met and/or completed the program requirement(s), the following options are available:

- ❖ Complete an additional cycle of inquiry (as applicable) or year of the Induction program

If still employed in SUSD, the Induction Candidate may choose to continue in the Induction Program for an additional year or cycle of inquiry (as applicable) at their own expense as outlined in the Candidate Application. An intervention plan with an identified timeline for progress monitoring meetings will be developed between Program Staff, Mentor and Candidate if this option is chosen.

- ❖ Challenge Process for Non-Completion of Induction Program Requirements

If still employed in SUSD, the Induction Candidate may choose to initiate the challenge process as follows:

- Contact the Induction Program Administrator to arrange for attendance at a SUSD Teacher Induction Program Leadership Team meeting. During the meeting, the Candidate will present data/evidence of how program requirement(s) were met/completed within established timelines. Program Staff will present data/evidence of how program requirement(s) were not met/completed within the established timeline.

The SUSD Teacher Induction Program Leadership team will make the final determination regarding the Candidate's meeting and/or completion of program requirement(s) based on data/evidence presented by the Candidate and Program Staff during the meeting.

The SUSD Teacher Induction Program Administrator will communicate to the Candidate, in writing, the SUSD Teacher Induction Program Leadership Team's decision regarding whether or not the program requirement(s) were met/completed.

REQUEST FOR CHANGE IN MENTOR ASSIGNMENT & GRIEVANCE PROCESS

Induction Candidates and/or Mentors must adhere to the following process regarding concerns related to the Stockton Unified School District Teacher Induction Program:

Requests for change in Induction Mentor assignment

1. Discuss concerns with your Mentor in an effort to resolve the issue in good faith. If resolution is not achieved, contact the Induction Program Administrator to discuss concerns.
2. Submit the Request for Change in Induction Mentor Assignment form (if applicable)
3. Meet with the Induction Program Administrator and Mentor in an effort to resolve the issue in good faith.
 - a. Site Administrator input will be contacted for their input regarding the request for change of mentor

If resolution is not achieved, a change in Mentor assignment may occur and/or Induction Program Staff may bring concern to the Induction Program Leadership Team for possible action/solution.

Concerns or Issues with Induction Program:

1. Discuss concerns with your Mentor in an effort to resolve the issue in good faith. If resolution is not achieved, contact Induction Program Staff to discuss concerns.
2. Meet/discuss with Induction Program Staff in an effort to resolve the issue in good faith. If resolution is not achieved, Induction Program Staff will bring concern to the SUSD Induction Program Leadership Team for possible action/solution.

Please Note: Candidates may/may not be required to attend the Induction Program Leadership Team meeting depending on the issue. If resolution is not achieved, Candidate may utilize the SUSD Uniform Complaint Procedure available to all SUSD employees to seek further resolution