

Tracy Unified School District Induction Handbook



Teacher Induction Program



Hello Induction Candidates,

Congratulations on receiving your Preliminary California Teaching credential, and welcome to Tracy Unified Teacher Induction Program. Whether you are just starting your Induction journey or continuing, our program offers all candidates a comprehensive program to earn your California clear credential for General Education and Education Specialists.

The purpose of Induction is to provide candidates with the opportunity to grow as educators through the California Standards for the Teaching Profession (CSTPs) while working collaboratively with colleagues. Through Induction, candidates are partnered with a mentor who will facilitate and support candidates through the Individual Learning Plan process and grow in their educator practice.

All candidates are expected to attend the scheduled Induction meetings that will be held in-person and will have the opportunity to attend additional Professional Learning Series that are aligned to the CSTPs.

Please reach out with any questions you might have. I look forward to meeting and working together to support growth in your teaching practice.

Sincerely,

Jennifer Kassel

Jennifer Kassel
Program Administrator, Professional Learning Department
jkassel@tusd.net
Ext. 1553



Induction Program Support Professional Learning and Curriculum Department

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- [Candidate Records Request Form](#)
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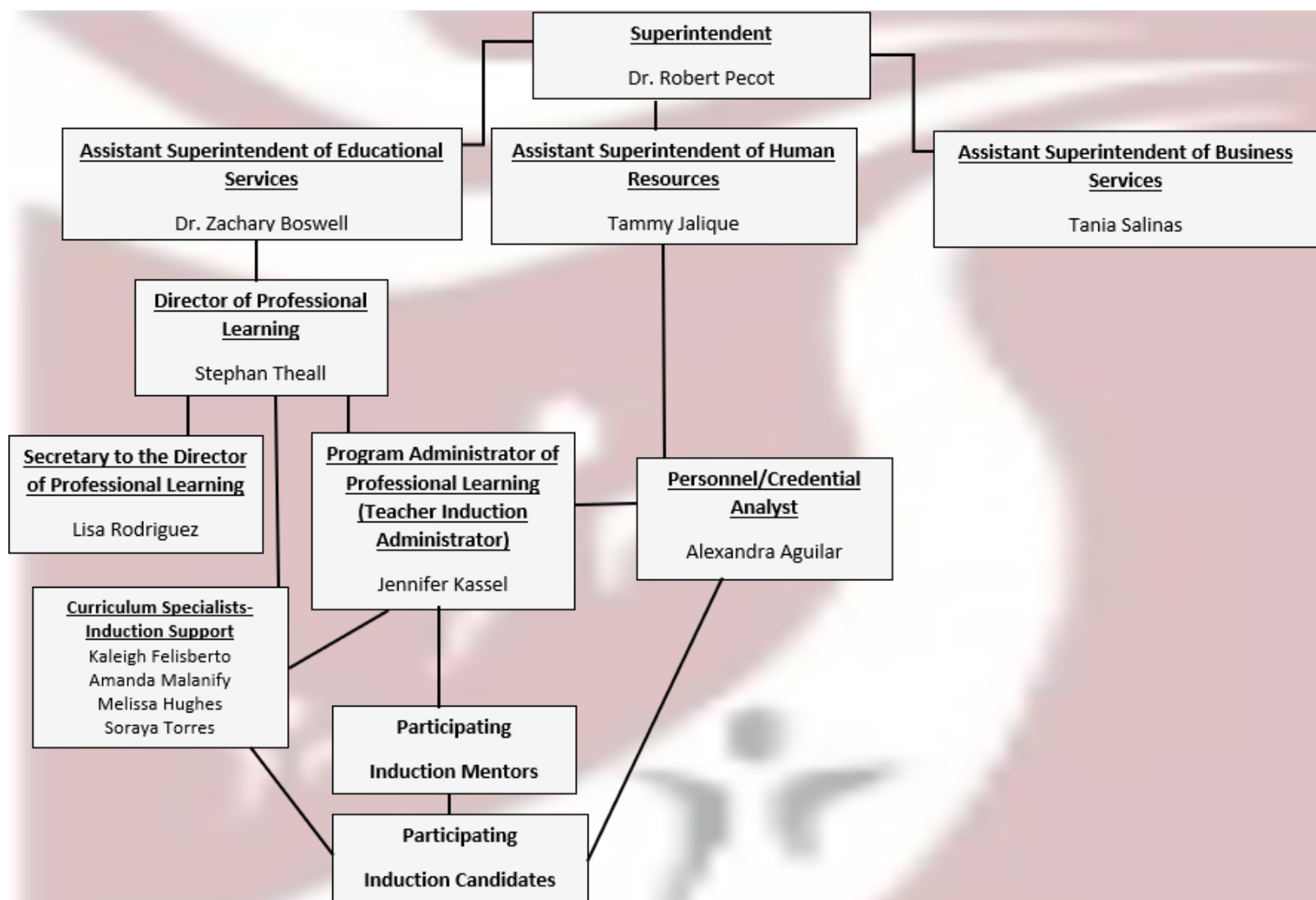
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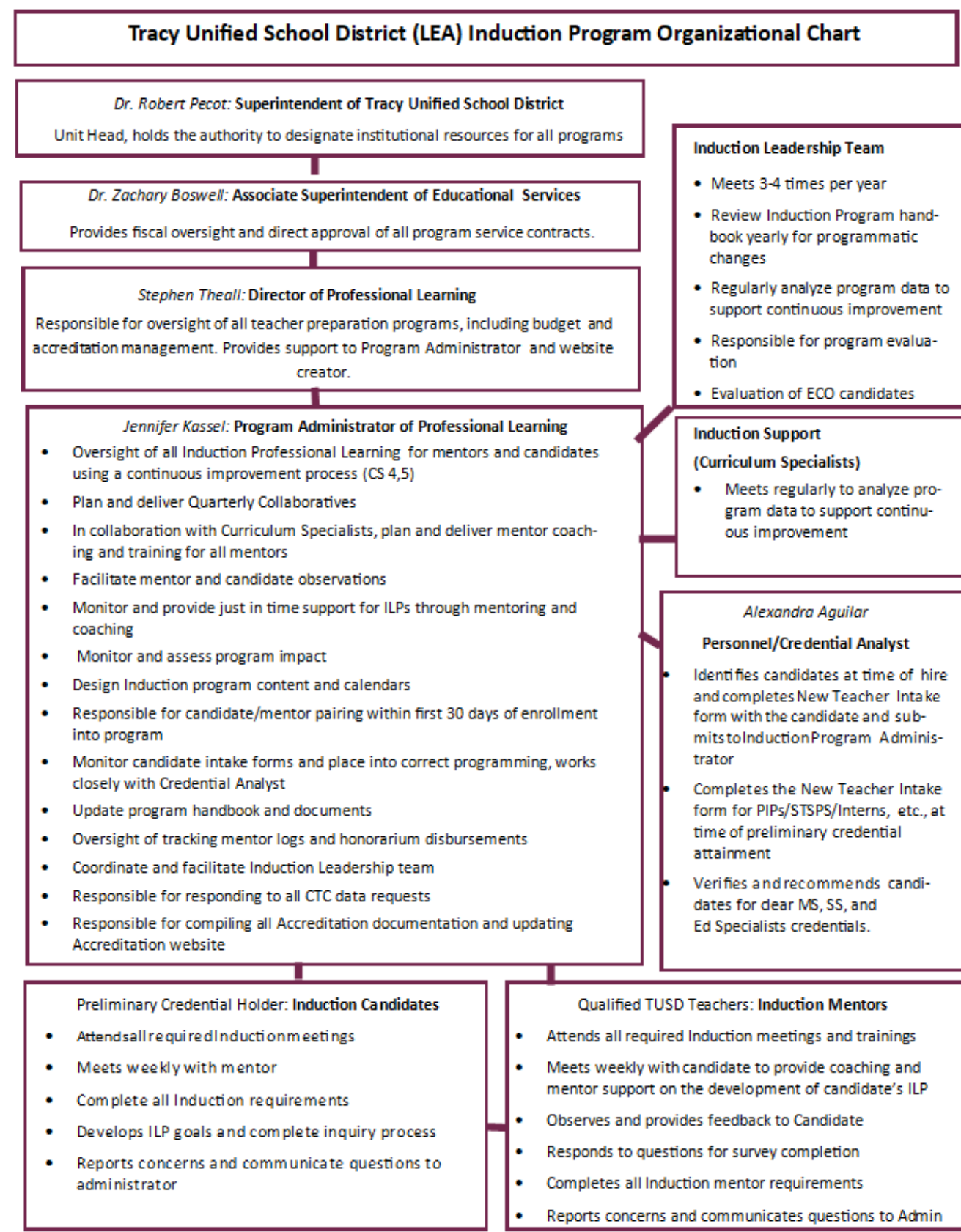


Tracy Unified Induction Program Overview



Tracy Unified School District Induction Organizational Chart 2025-2026





TUSD Induction Vision Statement

The TUSD Induction Program provides collaborative, individualized support for all Induction candidates through an inquiry process in order to support teachers in their growth along the continuum of teaching practices. We develop self-reflective, positive thinking teachers who engage in collaboration and focus on student achievement.

TUSD Induction Program Overview

Induction is a two-year, job-embedded, mentoring program for teachers with a preliminary credential-whether in their first year or with prior teaching experience(permit). Upon successful completion of the program, candidates will earn their California Clear Credential.

The program provides an Individualized Learning Plan (ILP) to support growth in the California Standards for the Teaching Profession (CSTP). Candidates receive personalized support, advanced professional development, and one-on-one mentoring from experienced educators.

The Tracy Unified Induction Program is fully accredited by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC).

Eligibility for Induction

To participate, teachers must meet one of the following credential and employment requirements:

- Hold a Multiple Subject, Single Subject, or Education Specialist Preliminary Credential
- Out of state credential with less than two years of contracted teaching experience
- Employment in a certificated teaching assignment in Tracy Unified School District

Please note that interns, teachers holding a Clear Credential, and substitute teachers are not eligible for participation in TUSD Accredited Induction Program, however all new hires are eligible for the Tracy Teacher Induction Program (TTIP).



Tracy Unified Induction Program Non-Discrimination Policy

TUSD Induction adheres to all [non-discrimination and employment policies](#) as set forth by the Tracy Unified School District [BP 4030](#) for Candidates, Mentors, and Employees of the program.

The district shall not unlawfully discriminate against or tolerate the harassment of employees or job applicants on the basis of their sex, race, color, religious creed, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, military service or lack thereof, or perceived sexual orientation.

Equal employment opportunity shall be provided to all employees and applicants. Physically or mentally disabled employees or applicants may request reasonable accommodation. All employees are expected to carry out their responsibilities in a manner that is free from discriminatory statements or conduct. Employees who permit or engage in discrimination or harassment may be subject to disciplinary action up to and including dismissal.

The Superintendent or designee shall annually publicize this policy and the availability of grievance procedures throughout the district and the community.

Legal Reference:

EDUCATION CODE

44100 Legislative intent, affirmative action employment

GOVERNMENT CODE

111335 Unlawful discrimination

12900-12996 Fair Employment and Housing Act

LABOR CODE

1102.1 Employment discrimination: sexual orientation

UNITED STATES CODE, TITLE 20

1683 et seq. Civil Rights Restoration Act

UNITED STATES CODE, TITLE 29

621 et seq. Age Discrimination in Employment Act

791 et seq. Vocational Rehabilitation Act of 1973, Sections 503 and 504

UNITED STATES CODE, TITLE 38

2011 et seq. Vietnam Era Veterans' Act

UNITED STATES CODE, TITLE 42

12101 et seq. Americans With Disabilities Act

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

2000h-2 et seq. Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Designation of responsible employee and adoption of grievance procedures

CODE OF FEDERAL REGULATIONS, TITLE 29

1630.2(r) Direct threat

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Notifications



Tracy Teacher Induction Program (TTIP)

Unique to Tracy Unified, Tracy Teacher Induction Program, or TTIP is an onboarding program offered to **all new hires**, regardless of years of experience in education. Newly hired teachers in TUSD participate in an 8–10-day program designed to orient teachers to Tracy Unified School District.

During six days of pre-service training in July and an additional two days of support, plus workshops throughout their first school year, new Tracy teachers receive training and support in the following areas:

- ✓ Lesson-planning/Curriculum Support
- ✓ Building Positive Classroom Environments
- ✓ Universal Design for Learning Foundations
- ✓ Technology support with Clever and Applications
- ✓ Overview of district services and support
- ✓ Release time to observe expert teachers

Peer Coaching Program

In Tracy Unified, Peer Coaching Program is offered to all teachers who do not yet possess a preliminary credential. Those teachers in Peer Coaching are partnered with a Peer Coach and provided up to 5 hours of support each week in the following areas:

- ✓ Lesson-planning/Curriculum Support
- ✓ Classroom Management
- ✓ ELL strategies
- ✓ Universal Design for Learning
- ✓ Professional Learning Workshops
- ✓ Release time to observe expert teachers

TUSD Induction Candidates hired after August 30th or who become eligible for Induction after August 30th are provided “just in time support” through TTIP and/or Peer Coaching and will be transitioned into Induction on the first school day in January for our mid-year start date.



Tracy Unified Induction Program **Documents**



Tracy Unified Induction Course Description

Number of Units: 2-4 Semester

Instructor: TUSD Induction Program Administrator

TUSD Induction Program Vision Statement:

The TUSD Induction Program provides collaborative, individualized support for all induction candidates through an individualized learning plan in order to support teachers in their growth along the continuum of teaching practices. We develop self-reflective, positive thinking teachers who engage in collaboration and focus on student achievement.

Course Description:

Candidates will participate in a two-year induction program designed to provide an individualized, job-embedded system of mentoring, support and professional learning that begins in the teachers' first year of teaching. Candidates will be assigned a mentor within the first 30 days of enrollment in the program. Program components include developing an Individualized Learning Plan (ILP) within the first 60 days of enrollment in the program, 2 cycles of inquiry per year, with supporting evidence, CSTP aligned reflection, and self-assessment on the CSTP Teaching Continuum to demonstrate growth over time. Program activities include attending Induction Quarterly Collaborative workshops, weekly reflection time with mentor, peer observations, observations by mentor, and submitting all required program documentation. Induction Candidates will become eligible for their California Clear Credential after completing 2 years of Induction Coursework, or by fulfilling Early Completion requirements for qualified candidates. See application for more details.

Course Components:

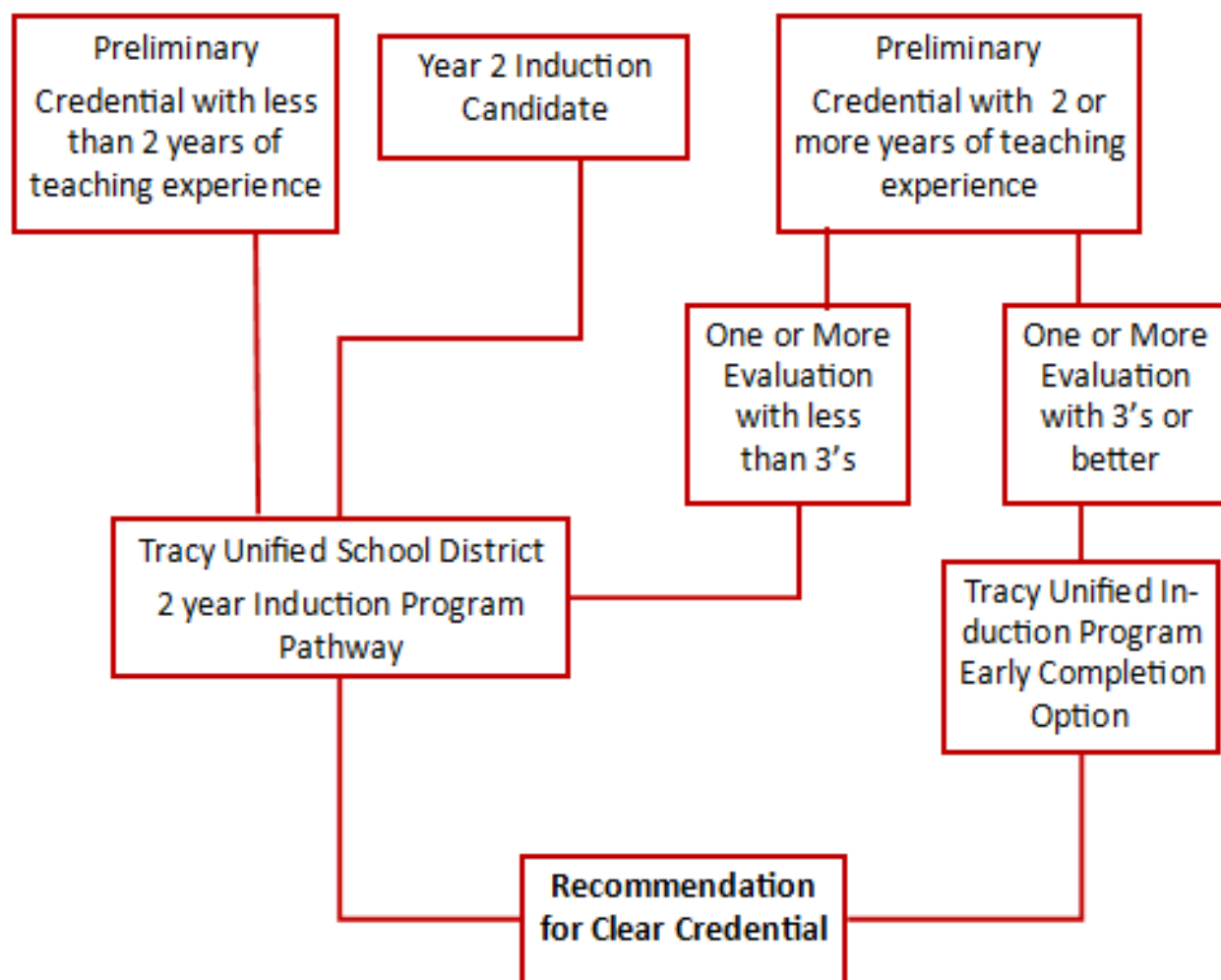
- Candidates will attend an Induction Program Orientation meeting at the beginning of school, and an end of year Celebration of Collaboration and Growth.
- Candidates will design and implement an Individual Learning Plan, which shall be solely for the professional development and growth of the candidate and not for evaluation for employment purposes.
- Candidates will participate in district Professional Development including Early Release Monday workshops, Pre-Service Days, Buy Back Day workshops, and other workshops provided throughout the year.
- Candidates will progress towards mastery of the California Standards of the Teaching Profession (CSTP)
 - CSTP 1 Engaging and Supporting All Students in Learning
 - CSTP 2 Creating and Maintaining Effective Learning 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
- Candidates meet for no less than 1 hour per week with their mentor to reflect on current practice and growth on CSTPs.
- In addition, Candidates must also document 15 hours of meetings and workshops to receive units from UMass Global.



Tracy Unified School District

Teacher Induction

Path to Clear Credential



Tracy Unified Induction Program Overview Chart

Groups	Icon for Group
*Elementary/Middle School Meetings	
*High School Meetings	
*Everyone	
*Induction Leadership Team Meetings	
*Mentors	

Induction Program Activities Overview SY 2025.2026

Logistics	Audience	Topic	Additional Information
8/18/2025 Virtual 3:30pm-5:00pm	All new candidates and mentors, optional for Year 2 candidates and returning mentors 	Induction Orientation	Will send Teams invite
8/19/25 PL Training Room 8:00am-3:30pm	New mentors 	Mentor Boot Camp	Subs Reserved
8/18/2025-10/3/2025 Independent work	All Candidates 	ILP Part 1 Getting to Know You, Your Students, and School Community	Fall Inquiry
8/27/2025 Tracy Charter D3/4 3:30pm-5:30pm	Mentors Only 	Mentor Collaboration and Coaching	We will be going over the GoReact platform in detail
9/8/2025 Tracy Charter D3/4 3:30pm-5:30pm	Elementary/Middle School candidates and mentors 	Quarterly 1	
9/10/2025 Tracy Charter D3/4 4:15pm-6:15pm	High School candidates and mentors 	Quarterly 1	
9/12/2025 PL Training Room 4:00pm-4:45pm	Induction Leadership Team 	Leadership Team Meeting	
10/6-10/31/2025 (2A) 11/3-12/5/2025- (2B) Independent work	All candidates 	ILP Part 2 A&B SMARTE Goal, Research, and Implementation	Fall Inquiry



10/29/2025 Virtual 3:30pm-5:00pm	Mentors Only 	Mentor Collaboration and Coaching	Will send Teams invite
11/17/2025 Tracy Charter D3/4 3:30pm-5:30pm	Elementary/Middle School candidates and mentors 	Quarterly 2	Wrapping up the Inquiry
11/20/2025 Tracy Charter D3/4 4:15pm-6:15pm	High School candidates and mentors 	Quarterly 2	Wrapping Up Fall Inquiry
11/14/2025 PL Training Room 4:00pm-4:45pm	Induction Leadership Team 	Leadership Team Meeting	
12/8-12/19/2025 Independent work	All Candidates 	ILP Part 3 Data Analysis and Reflection	Fall Inquiry
1/5-2/13/2026 Independent work	All Candidates 	ILP Part 1 Getting to Know Your Students and School Community	Spring Inquiry
1/21/2026 Tracy Charter D3/4 3:30pm-5:30pm	Elementary/Middle School candidates and mentors 	Quarterly 3	Spring Inquiry Launch
1/29/2026 Tracy Charter D3/4 4:15pm-6:15pm	High School candidates and mentors 	Quarterly 3	Spring Inquiry Launch
2/10/2026 Virtual 3:30pm-5:15pm	Mentors Only 	Mentor Collaboration and Coaching	
2/13/2026 PL Training Room 4:00pm-4:45pm	Induction Leadership Team 	Leadership Team Meeting	
2/16-3/6/2026 (2A) 3/9-4/10/2026 (2B) Independent work	All Candidates 	ILP Part 2 A&B SMARTE Goal, Research, and Implementation	Spring Inquiry
3/25/2026 West High School Cafeteria 3:45pm-5:30pm	Elementary/Middle School candidates and mentors 	Quarterly 4	Spring Inquiry Wrap-Up
3/26/2026 West High School	High School candidates and mentors	Quarterly 4	Spring Inquiry Wrap-Up



Cafeteria 4:15pm-6:1 pm			
4/13-4/28/2026 Independent work	All candidates 	ILP Part 3 Data Analysis and Reflection	Spring Inquiry
5/1/2026 PL Training Room 4:00pm-4:45pm	Induction Leadership Team 	Leadership Team Meeting	
5/11/2026 Tracy High School Cafeteria 4:15pm-5:30pm	All candidates and mentors 	Induction Colloquium	



Induction Program Membership

Group	Description	Members
Candidates	Preliminary credential holders who are enrolled in our job-embedded commission approved induction program.	Preliminary credential holders in year 1 or 2 of their induction experience
Mentors	Veteran teachers who provide support with ILPs and “just-in-time” support to Candidates.	Veteran teachers who have applied and been accepted into the Mentor Induction Pool and have been placed with a Candidate
Curriculum Specialists/ Lead Facilitators	Experienced Mentors who provide feedback and directly support programmatic improvement. Early completion option (ECO) application review and preliminary ECO decision.	Kaleigh Felisberto Amanda Bailey-Malanify Melissa Hughes Soraya Torres
Leadership Team	A cross-section of district-wide leaders including administrators, mentors, Human Resources personnel, teachers, former Candidates, and both general and special education staff.	Jennifer Kassel Tammy Jalique Zachary Boswell Tiffany Gonzales Alejandra Aguilar Stephen Theall Marji Baumann William Maslyar Sarah Borges Kaleigh Felisberto



Tracy Unified School District Induction Enrollment and Completion

The TUSD Induction Program shall offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program, following the Induction withdraw process.
- iii. is dropped from the program due to change in employment status with Tracy Unified; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.
- v. In the event The Tracy Unified Induction Program closes, the following teach out transition plan will be put into place:
 - a. All student records will continue to be maintained within the Tracy Unified Professional Learning Department, with continued access through the Records Request Form for all graduates and candidates at the time of closure.
 - b. All candidates enrolled at the time of a program closure will be enrolled into the Teachers College of San Joaquin, Induction Program. The Tracy Unified Induction Program assumes all responsibility for enrolling candidates and supporting their transition into the program.
 - c. In the event of a program closure, the Director of Professional Learning will assume full responsibility for the continued maintenance and access to student records, as well as provide support and assistance for candidate when choosing a new Induction program to enroll in.



Tracy Unified Induction Candidate Competency Process

The TUSD Induction Program verifies that candidates satisfactorily complete the sequence of program activities and requirements in order to be recommended for the Clear Credential. The following lists the program activities and requirements:

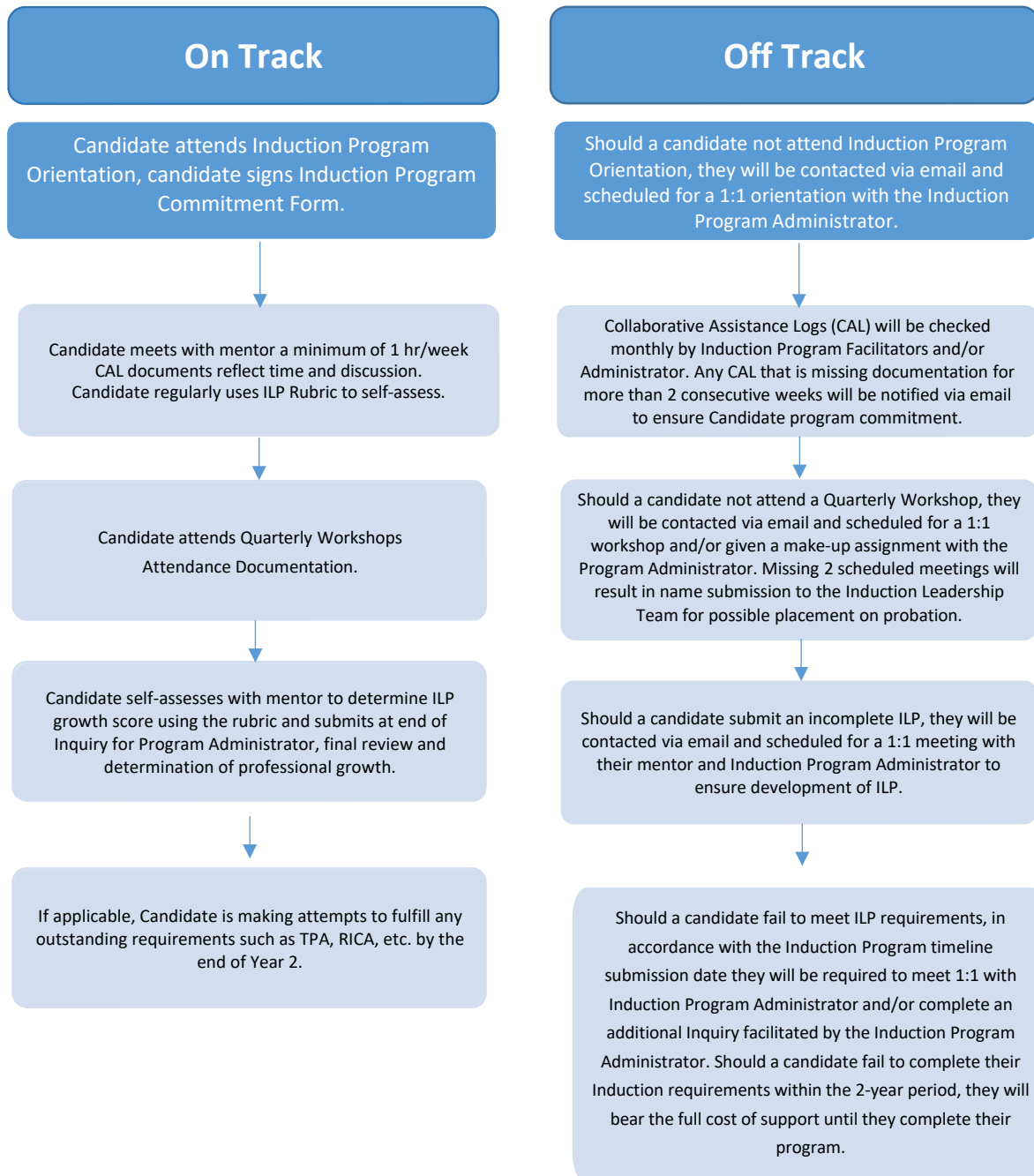
- Progress toward mastery will be self-assessed through continued reflection on the continuum for the CSTPs as well as reflections documented on the CSTPs in the weekly collaborative logs and Inquiry Cycle reflections. Candidates will meet with their mentor each week for no less than one hour for individualized support and mentoring.
- The candidate will complete two Inquiry Cycles within the ILP per year, and must show growth in educator practice through the CSTPs
- The candidate will be observed by the mentor through the GoReact Platform, no less than 2 times per year, to gather data for Inquiry Cycles.
- The candidate will determine a CSTP focus area for each Inquiry Cycle, develop a SMARTE goal based on focus area, and document research and action taken to meet their goal for each Cycle.
- At the end of each Cycle, the candidate will reflect about the results of their research/action on their SMARTE goal and their growth in teaching practices as a result of the Inquiry.
- The candidate ensures all required program documentation is signed and submitted in a timely manner. (Candidate Commitment form, Individualized Learning Plan, Triad).
- Candidate ensures all additional CTC requirements are met by the end of Year 2.

The TUSD Induction Program Administrator will verify successful completion of all components:

- The TUSD Induction Program Administrator will verify attendance or make-ups for all required meetings.
- The TUSD Induction Program Administrator will verify successful completion of both Triad Meetings with their site administrator, all Quarterly Meetings, ILPs, weekly meetings as documented by collaborative logs, progress toward the CSTPS on the continuum, and if applicable, outstanding clear credential requirements such as RICA, etc.
- In the event a Candidate has not completed all program activities and requirements, a meeting will be scheduled with the TUSD Program Administrator, and the Candidate will be given the option of repeating portions of the program as needed.
- The TUSD Induction Program Administrator will communicate Candidate completion of Induction requirements to the District Credential Analyst
- A written appeal process is available for Candidates in the event they are not recommended for a Clear Credential by the TUSD Program Administrator.



Tracy Unified Induction Program Defensible Process



All Records for Candidate on track/off track will be documented in Office 365 electronic records



Tracy Unified Induction Candidate Appeal Process

In the event that a candidate is not recommended for completion of Year 1 of the TUSD Induction program or is not recommended for their Clear Credential after Year 2:

1. The candidate may submit a written appeal within five (5) working days to the Program Administrator of Professional Learning & Curriculum. A meeting, if requested, must be held within two (2) working days of receiving the request for the appeal. The Program Administrator of Professional Learning & Curriculum shall decide regarding the appeal within two (2) working days of the meeting.
2. If a resolution is not satisfactory and the appeal is not resolved by the Program Administrator of Professional Learning & Curriculum, then the candidate may submit a written appeal to the Director of Professional Learning & Curriculum. This appeal shall be submitted within three (3) working days of the Program Administrator of Professional Learning & Curriculum's decision. A meeting, if requested, must be held within two (2) working days of receiving the request for the appeal. The Director of Professional Learning & Curriculum shall make a decision regarding the appeal within two (2) working days of the meeting.
3. If the resolution is not satisfactory and the appeal is not resolved by the Director of Professional Learning & Curriculum, then the candidate may submit a written appeal within three (3) working days to the Induction Leadership Team which is comprised of:
 - Associate Superintendent of Human Resource
 - Associate Superintendent of Educational Services
 - Director of Professional Learning & Curriculum
 - Program Administrator of Professional Learning & Curriculum
 - Site Administration representatives
 - Professional Learning & Curriculum Teacher on Special Assignment representatives
 - Teacher Representatives

A meeting, if requested, must be held within five (5) working days of receiving the request for the appeal. At the meeting, the Induction Leadership Team shall review all written documents in the case; and the candidate will address the Induction Leadership Team on the evidence. The Induction Leadership Team shall make the final determination on the appeal within two (2) working days of the meeting.



Tracy Unified Induction Program Candidate/Applicant Grievance Process

As a member represented by the Tracy Educators Association (TEA), any candidate or applicant who wishes to file a grievance may do so following the Grievance Procedure as written in Article IX of the TEA Master Agreement.

PROCEDURE:

The grievant shall be entitled, if he/she also requests, to be represented by the Association at all steps of the grievance procedure.

Step 1

If a grievant believes that there is a basis for grievance, he/she shall first discuss the possible grievance with his/her immediate supervisor. A reasonable effort to resolve the matter informally is incumbent on both the unit member and the supervisor.

Step 2

If grievance is not resolved under the Step 1 procedure, the grievant shall submit a written statement of the grievance to the immediate supervisor with a copy sent to the Superintendent. Such statement shall be on a mutually agreed-to form and shall contain: the name of grievant; a listing of the provision(s) of the Agreement alleged to have been violated; a statement describing the precise conduct of the District that is alleged to have violated the Agreement (including all names, dates, and places necessary for a complete understanding of the grievance); and a listing of the specific actions requested to remedy the grievance. This written statement of grievance shall be filed within thirty (30) days after the occurrence of the event giving rise to the grievance or within thirty (30) days after the grievant through reasonable diligence should have obtained knowledge of the occurrence of the event giving rise to the grievance. The grievant and his/her supervisor shall meet within (10) days after the supervisor receives the grievance. The purpose of the meeting is to clarify the interests of the parties and explore options to resolve the grievance. If the grievance is resolved, the parties shall sign a statement of resolution. Should there be no resolution, the supervisor shall present a written answer to the grievant and his/her representative within ten (10) days of the meeting. The district shall provide the Association with copies of all formal grievances filed.

Step 3

If the grievance is not settled in Step 2, the grievant may appeal it to the Assistant Superintendent for Human Resources. Such appeal shall be in writing and shall be submitted within ten (10) days after the grievant receives the Step 2 answer. This appeal shall include a copy of the original grievance, the Step 2 answer, and a detailed statement of the reasons for the appeal. The grievant and the Assistant Superintendent for Human Resources shall meet within ten (10) days after the Assistant Superintendent receives the grievance to clarify the interests of the parties and explore options to resolve the grievance. If the grievance is resolved, the parties shall sign the statement of resolution. Should there be no resolution, the Assistant Superintendent shall present a written answer to the grievant and his/her representative within ten (10) days of the meeting.

Step 4



If grievance is not settled in Step 3, the grievant may appeal it to the Superintendent. Such appeal shall be submitted within ten (10) days after the grievant receives the Step 3 answer. This appeal shall include a copy of the original grievance, the Step 2, and Step 3 answers, and a detailed statement of the reasons for the appeal. The grievant and the Superintendent shall meet within ten (10) days after the Superintendent receives the grievance to clarify the interests of the parties and explore options in order to resolve the grievance. If the grievance is resolved, the parties shall sign a statement of resolution. Should there be no resolution, the Superintendent shall present a written answer to the grievant and his/her representative within ten (10) days of the meeting.

Step 5

- a. If the grievance is not resolved in Step 4, the Association may within ten (10) days notify the District of the Association's decision to submit to arbitration. Within seven (7) days thereafter, the District and the Association shall attempt to reach agreement on an arbitrator. If such agreement is not reached, the State Conciliation Service shall be requested to supply a list of seven (7) names. The arbitrator shall then be selected by the alternate striking method. Either party shall have the right to reject any list in its entirety and request a new list.
- b. The hearing to consider grievance shall be conducted by the arbitrator and shall occur at a time and place which is mutually acceptable to the parties and the arbitrator.
- c. The decision of the arbitrator shall be final and binding on the parties. The arbitrator shall have not power to alter, amend, change, add to or subtract from any of the terms of this Agreement, but shall determine only whether there has been a violation of this Agreement in the respect alleged in the grievance.
- d. If the arbitrator rules in favor of the grievant, the district shall be responsible for paying all costs associated with the arbitration. If the arbitrator rules in favor of the district, the grievant shall be responsible for all costs of the arbitration.
- e. Either party may request a certified court reporter to record the arbitration hearing. The cost of the services and expenses of such reporter shall be shared equally by the parties. Each party shall pay for its own copy of the reporter's transcript if it wants such a copy



Tracy Unified Induction Candidate Withdrawal Form

Name _____ Site _____ ID # _____
 Address _____
 City _____ Zip _____
 E-mail _____

- I acknowledge that it is my responsibility to maintain appropriate credential status.
- I understand that it is my responsibility to maintain induction component completion evidence for submission to a receiving Teacher Induction program.
- It is my responsibility to contact a receiving Teacher Induction program upon hire regarding my Induction status and to submit my completion record and supporting evidence to a receiving program.
- I understand that TUSD will cover up to two years of the Induction program expense, while employed with TUSD. Completion of the TUSD Induction program beyond the two years may be at my own expense.
- I understand that by withdrawing from the Induction program before completion, I no longer qualify for the Early Completion Option.
- I am withdrawing from the TUSD Induction program:
 - ☐ before the completion of a full year in the program.
 - ☐ upon completion of a full year in the program.

I have read the Candidate Withdrawal form for the TUSD Induction Program. I understand it is my responsibility to complete the appropriate requirements to receive my California Clear Credential through an approved SB 2042 Teacher Induction program. It is my responsibility to make initial contact to reinstate my participation in Tracy Unified Induction Program.

_____ Candidate Name	_____ Candidate Signature	_____ Date
_____ Site Administrator Name	_____ Site Administrator Signature	_____ Date
_____ Associate Superintendent of Human Resources Name	_____ Associate Superintendent of Human Resources Signature	_____ Date

*******For Tracy INDUCTION Office Use Only*******

Date of enrollment in TUSD Induction Program _____ to _____

Candidate has completed _____ Inquiry Cycles and will receive credit for _____ year(s) of Induction toward earning their California Clear Credential.

Completed by: _____

Copy to employee _____ Copy to HR Personnel File _____



Tracy Unified Induction Program Request for Change of Induction Mentor Assignment

Dear TUSD Program Administrator of Professional Learning & Curriculum:

Candidate Name _____ School _____

Grade/Subject taught _____

Induction Mentor _____ School _____

I request that the match between me, as an Induction Candidate, and my current Induction Mentor be reconsidered. I understand that the process involves the Program Administrator of Professional Learning & Curriculum and/or the Director of Professional Learning & Curriculum meeting with both the Induction Candidate and the Induction Mentor to investigate the situation. I further acknowledge that this request may not result in a change in Induction Mentor assignment if my concerns can be resolved within this current match. This is a confidential matter between the parties involved.

My concerns are:

I have attempted to resolve the situation by:

I request your intervention in the following:

Candidate Signature _____ Date _____

***TUSD Induction Program Office Use Only ***

Resolution:

Program Administrator of Professional Learning & Curriculum Signature _____

Date _____



Tracy Unified Induction Program **Roles and Responsibilities**



Tracy Unified Induction Program

Site Administrator Roles and Responsibilities

Commitment Form

As the Site Administrator, I understand that I will:

- Facilitate the introduction of candidate(s) to the staff and their inclusion in the professional learning community.
- Provide resources/support to the candidate assigned to more challenging settings.
- Support the candidate's growth through access to on-site professional development and support strategically designed to meet their individual strengths, needs, interests, and site/district goals.
- Participate in two Triad meetings with the candidate and their mentor for the purpose of supporting the development of each Inquiry Cycle of the Individualized Learning Plan.
- Ensure each candidate has access to curriculum and technology to provide evidence of their growth on the CSTPs through their ILP.
- Ensure that the candidate/mentor partnership and communicated questions/concerns be addressed to the Program Administrator of the Professional Learning & Curriculum in a timely manner.
- Respect that the candidate/mentor partnership is **confidential** and will not be used for evaluative purposes.
- ***Complete an ECO applicant's first formal evaluation by the second Friday in December.***

Candidate Name:	
Site Administrator Name:	
Site Administrator Signature (Ok to Type):	
Site:	
Date:	



Tracy Unified Induction Program Mentor Pool Application

Thank you for your interest in becoming an induction program mentor. Please review the application directions carefully and contact Jennifer Kassel (jkassel@tusd.net) with any questions.

Directions: In order to be considered, completed applications must be received by the due date. Incomplete or late applications will not be considered. Applicants who do not meet the criteria as described will not be considered. Candidates who have submitted completed applications by the due date and who meet the requirements outlined in the application will be contacted for an interview. Being accepted into the Induction Mentor Pool does not guarantee a placement with an Induction Candidate. Below is a list of the required application components.

- **Applicant Information** (pages 2 and 3)
- **Induction Mentor Roles and Responsibilities** (page 4)
- **Induction Mentor Agreements** (page 5)
- **Administrator Recommendation Form** (page 6) *
- **Peer Recommendation Form** (page 7) *

*Give these forms to people of your choosing. Both the **Administrator Recommendation Form** and the **Peer Recommendation Form** must be emailed from the recommender directly to Jennifer Kassel (Jkassel@tusd.net) by the application due date.

Due Date: Completed applications are due no later than the **Friday, May 16 2025**. Email completed applications to Jennifer Kassel (hard copies are not accepted) at jkassel@tusd.net. Eligible Mentor candidates will be contacted.



Applicant Information

Name:	Site:
Home/cell phone:	Grade/subject:
	Credentials held:
Home address:	Email:

The following documents must be received for your application to be considered:

☐ 2 Recommendations:

1 from a current site administrator (use <i>Administrator Recommendation Form</i> and recommender <u>must</u> send form <u>directly</u> to Jennifer Kassel via email).	Recommender Name:
1 from a fellow teacher or colleague (use <i>Peer Recommendation Form</i> and recommender <u>must</u> send form <u>directly</u> to Jennifer Kassel via email).	Recommender Name:

☐ Letter of Introduction addressed to the Induction Leadership Team explaining why you want to become a Mentor.

☐ Resume

Mark to verify you meet the following requirements:

☐ Holds a valid California Clear or Level II Ed. Specialist Teaching Credential; **and** has a minimum of 3 years of successful teaching or coaching in a California Public School.

☐ Recent Evaluations meets expectations

Mark all applicable leadership experience:

☐ Successful completion of Consulting Teacher, Mentor, or Peer Coach appointment

☐ Successful completion of an Induction program as a Candidate

☐ Authorized to teach ELL (holder of LDS, CLAD, BCLAD, BCC)

☐ Successful staff development presenter within the district and/or at the site

☐ Prior training in peer and/or cognitive coaching



- ☐ Record of continuing professional growth (i.e. conferences, advanced degree, etc.)
- ☐ Member of Site leadership team, School Site Council or other leadership team, department chair (regular or special education), WASC coordinator, etc.
- ☐ Member of Site Curriculum Team, District Curriculum Council or another District Curriculum Committee or Cadre

☐ Other	
--------------------------------	--

Name:	
Date:	
Signature (type or sign):	



Induction Mentor Role and Responsibilities

- Develop a sustaining and thoughtful mentoring relationship with the designated Candidate, characterized by openness, sharing, and reflection.
- Provide a minimum of 1-hour, weekly, on-site support to the Candidate by providing guidance, assistance, and information that leads the Candidate to effective professional practice and movement through the Induction process and development in **California Standards for the Teaching Profession**.
- Work with the Candidate to develop, reflect upon, and revise a working Individual Learning Plan (ILP) document that is focused on growth in the **California Standards for the Teaching Profession**.
- Participate in ALL required Induction Program training and other professional development activities for Mentors.
- Collaborate with other Mentors, experienced colleagues, Curriculum Specialists, and Induction Program Administrator to assist with beginning teacher support.
- Conduct informal classroom observations using the GoReact Platform. *All observations conducted by the Mentor are confidential. It is the Candidate's decision to share information from evaluations and observations. Induction is not used for evaluation of personnel.*
- Participate in the program evaluation process by providing professional and constructive feedback when requested.
- Submit Mentor Collaboration log reflections via Forms weekly.

I have read the Induction Mentor Roles and Responsibilities and agree to fulfill these roles and responsibilities. I understand I will receive half of my payment for meeting all Semester one requirements by the end of January and the remainder of the honorarium upon completion of Induction activities. Payment of the honorarium is dependent on successful completion of Mentor Roles and Responsibilities and Agreements.

Name:	
Date:	
Signature (type or sign):	



Induction Mentor Agreements

A Mentor is a caring, supportive teacher willing to assist a Candidate in the Induction Program. The intent of the program is to match a Candidate with a supportive member from assignments by:

- Candidate availability
- Similar grade level, content area, or education specialist authorization
- Same or proximal school sites
- Candidate input

Mentors receive an **honorarium** of up to \$2,750.00 for the first candidate, which is distributed as follows:

- \$1375.00 honorarium will be issued by the end of **January**
- \$1375.00 honorarium will be issued **upon completion** of all Year 1 or Year 2 program requirements

* The honorarium is subject to pro-rate and adjusted issuance date based on date of appointment and/or length of assignment (i.e. Candidates hired late or leaving the district during the year) as determined by the Induction Program Administrator.

***If a Mentor has more than one Candidate, they will receive a modified honorarium of \$2,250 for each additional candidate (the quarterly meetings, mentor meetings, and celebration are deducted for additional candidates)**

Mentor honorariums and eligibility are dependent upon completion of the following requirements

Semester 1	
Quarterly 1 and 2 Collaborative Meeting *	\$150
Mentor Training (2 meetings in the first semester)	\$200
Updated Collaborative Logs	\$1025
Semester 2	
Quarterly 3 and 4 Collaborative Meeting*	\$150
Mentor Training and End of year check-in	\$125
Celebration of Collaboration and Growth	\$75
Updated Collaborative Logs	\$1025

**Mentor responsibilities include participation in all required Induction and Mentor trainings.*

Selection criteria are consistent with the Mentor's specified roles and responsibilities, including but not limited to the following:

- Knowledge of beginning teacher development; and knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession (CSTP)*;
- Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with candidates;
- Willingness to share instructional ideas and materials with candidates;
- Willingness to work with candidates as demonstrated in effective interpersonal and communication skills;
- Demonstrated commitment to personal professional growth and learning; and
- Willingness and ability to be an excellent professional role model relative to ALL elements of CSTP 6: Developing as a Professional Educator.

I have read the above Induction Mentor Agreements and understand that honorarium eligibility is dependent upon successful completion of the requirements as described. Failure to meet the above-described requirements will result in an adjusted honorarium.

Name:	
Date:	
Signature (type or sign):	



TUSD ID #

Administrator Recommendation Form

Administrator: Please email this form directly to Jennifer Kassel (jkassel@tusd.net) in Professional Learning and Curriculum. Do **NOT** give your completed form to the Mentor candidate.

Name of Applicant:	
--------------------	--

An Induction Mentor must be willing to provide assistance to the Candidate. Please complete the form below. All information is confidential.

Type yes or no as to whether or not the candidate possesses these qualities:	Yes or No
possession of effective interpersonal skills	
ability to motivate and inspire others	
extensive knowledge of content and instructional strategies	
a commitment to professional development	
exemplary professional role model qualities	
ability to maintain confidentiality	

Certifications (type yes or no):	Yes or No
I certify this applicant's most recent evaluation was "Meeting Expectations" or higher	
I recommend the above-named applicant to be a Mentor (a candidate with a "No" response will NOT be considered).	

Why would this candidate make a good mentor for a new teacher?
--

Your Name:	
Date:	
Signature (type or sign) *	

*You may write a recommendation for more than one applicant.

Thank you for your support of the Induction Program. All information is strictly confidential. Please return this recommendation to Jennifer Kassel via email (Jkassel@tusd.net) **no later than Friday, May 16 2025**. Please contact



Peer Recommendation Form

Peer: Please email this form directly to Jennifer Kassel (jkassel@tusd.net) in Professional Learning and Curriculum. Do **NOT** give your completed form to the Mentor candidate.

Name of Applicant:	
--------------------	--

An Induction Mentor must be willing to provide assistance to the Candidate. Please complete the form below. All information is confidential.

Type yes or no as to whether or not the candidate possesses these qualities:	Yes or No
possession of effective interpersonal skills	
ability to motivate and inspire others	
extensive knowledge of content and instructional strategies	
a commitment to professional development	
exemplary professional role model qualities	
ability to maintain confidentiality	

Certifications (type yes or no):	Yes or No
I recommend the above-named applicant to be a Mentor (a candidate with a "No" response will NOT be considered).	

Why would this candidate make a good mentor for a new teacher?
--

Your Name:	
Date:	
Signature (type or sign) *	

*You may write a recommendation for more than one applicant.

Thank you for your support of the Induction Program. All information is strictly confidential. Please return this recommendation to Jennifer Kassel via email (Jkassel@tusd.net) **no later than Friday, May 16 2025**. Please contact Jennifer Kassel if you have additional questions.



Tracy Unified Induction Program Candidate Roles and Responsibilities Commitment Form

As an Induction Candidate, I understand that I am expected to:

- Attend and participate in **all** required Induction meetings as listed on the Induction Calendar.
- Complete **all** required Induction activities within the two-year program.
- Meet with assigned Mentor on a weekly basis for an average of 1 (one) hour per week.
- Maintain documented evidence of growth in the CSTPs through an Individualized Learning Plan.
- Submit completed Induction documentation by dates identified on the Induction Calendar.
- Respond to requests for information from Mentor and Program Administrator in a timely manner.
- Be observed, via GoReact platform, by an assigned Mentor and/or Program Administrator of Professional Learning & Curriculum as part of my growth on the continuum of teaching practices.
- Commit to attend district Professional Development training(s) including but not limited to Early Release Mondays and Professional Learning Workshops to support effective teaching of California Educational Standards.
- Assess and document my personal development and growth of teaching practices using the CSTP Teaching Continuum to measure long and short-term goals.
- Complete any and all additional requirements required to earn a Clear Credential by the end of the second year in Induction (this includes, but is not limited to: RICA, Out of State/Country requirements, Basic Skills Requirements, CLAD, etc.)
- I understand that it is my responsibility to know what, if any, additional requirements I must complete in order to complete the requirements for a Clear credential and that it is my responsibility to verify this information with the Credentials Analyst, my credential program, and the CTC.
- Meet requirements for each Inquiry Cycle and understand that failure to do so will result in an additional inquiry cycle facilitated by the Program Administrator.

I have been informed of TUSD Induction requirements, have read the TUSD Induction Handbook, and have access to all of the California Standards for the Teaching Profession with credential requirements. I understand that, should I not complete requirements by the end of my second year in the induction program, I will bear the full cost of support.

Name:	
Date:	
Signature (ok to type):	



Tracy Unified Program Administrator of Professional Learning & Curriculum Roles and Responsibilities

- The Induction Program Administrator must identify and assign a mentor to each candidate within the first 30 days of enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
- The Program Administrator of Professional Learning & Curriculum 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.
 - TUSD Induction Program includes quarterly feedback surveys to measure and assess quality of Program Services.
 - Quarterly Survey feedback results, Collaborative Reflection Logs, and support provided in progress toward candidate goals are shared with Induction Leadership Team to support quality of program.
- The Program Administrator of Professional Learning & Curriculum 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 Administrator of Professional Learning & Curriculum must make available and must advise participants of an Early Completion Option for "experienced and exceptional" candidates who meet the program's established criteria
- The Program Administrator of Professional Learning & Curriculum must monitor candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the Clear Credential.



Appendix A: Candidate Documents

- [Candidate Records Request Form](#)
- [Teach Out Transition Plan](#)
- [Early Completion Option Application](#)
- [California Standards for the Teaching Profession](#)
- [Individual Learning Plan, ILP](#)
- [Sample Collaborative Log](#)
- [Induction ILP Triad Meeting](#)



Tracy Unified Induction Program Candidate Records Request Form

Candidates and graduates of the Tracy Unified School District Induction Program have access to and will be provided documents for the purpose of verifying program completion.

Date of request: _____

Name of Candidate: _____

Dates in TUSD Induction Program: _____ to _____

TUSD E-mail address: _____

Personal Email address: _____

*******For Tracy INDUCTION Office Use Only*******

2016-17 and Prior = Completion Letter

2017- Present = Completion Letter and Verification of Induction Completion Form

Request completed by: _____ **Date** _____
Professional Learning & Curriculum Personnel



Tracy Unified School District Induction Teach Out Transition Plan

In the event The Tracy Unified Induction Program closes, the following teach out transition plan will be put into place:

- a) All student records will continue to be maintained within the Tracy Unified Professional Learning Department, with continued access through the Records Request Form for all graduates and candidates at the time of closure.
- b) All candidates enrolled at the time of a program closure will be enrolled into the Teachers College of San Joaquin, Induction Program. The Tracy Unified Induction Program assumes all responsibility for enrolling candidates and supporting their transition into the program.
- c) In the event of a program closure, the Director of Professional Learning will assume full responsibility for the continued maintenance and access to student records, as well as provide support and assistance for candidate when choosing a new Induction program to enroll in.

Participating Teacher:	Year in Program:
Induction Administrator:	Date of Transition Plan:

Program Requirements Completed:

Program Requirements Remaining:

Plans for Completing Program Requirements:

Estimated Time of Completion:



Tracy Unified Induction Program Early Completion

Option: Criteria & Application

In 2001, Senate Bill 57 (Chapter 269, Scott) was signed adding Section 44468. The legislative intent for this provision was to “enable interested candidates with teaching experience...to serve in the public school.” Education Code Section 44468 (e) allows eligible individuals to complete a Commission approved professional teacher induction program at a faster pace than the full two-year Induction. As with completion of the full-length Induction program, completion of the Early Completion Option allows individuals the opportunity to earn their Professional Clear Credential.

***You must meet eligibility requirements as described below in order to be eligible for Early Completion Option (ECO). Not being recommended for ECO is not considered punitive, but rather offers the candidate an additional year of support with a mentor if necessary.**

First Part of ECO: Due by December 19, 2025

Name:	
Site:	
Email	

- ☐ **A minimum of 2 years prior** teaching experience as **a full-time Teacher of Record**. Please check all that apply and provide a verification of employment of the 2 years of prior experience. **(This is the 3rd year of teaching as teacher of record)**
 - ☐ California Private/Public (circle one) School Classroom experience
 - Name of District/School:
 - City/State:
 - Years as Teacher of Record:
 - Provide VOE
 - ☐ Out-of-State classroom experience
 - Name of District/School:
 - City/State:
 - Years as Teacher of Record:
 - Provide VOE
 - ☐ Completed a 2-year Intern Program
 - University or College:
 - School placement and grade level:
 - Provide VOE
- ☐ “Verification of Experience” from TUSD HR and include a copy of all verifications
- ☐ Have not submitted a withdrawal from the Induction program prior.
- ☐ Have all your most current school year formal evaluations with a **“Meets Expectations” or higher overall rating with at least a 3.0 numerical score and each individual CSTP rating must also be “Meets Expectations” or higher with at least a 3.0 numerical score or higher**
- ☐ Meet all requirements on the ILP and attend **all** required Induction meetings.
- ☐ Be recommended by current site administrator
- ☐ Signed ECO application.

Application Requirements for the second part will be given to ECO candidate once all part one requirements have been confirmed.



Acceptance as an ECO Candidate requires maintenance of professionalism and exceptional performance. I have read and understand the responsibilities and requirements for meeting and maintaining ECO program requirements. Furthermore, I understand that I must meet all deadlines, attend all Induction meetings/trainings, respond to programmatic requests for feedback/information and failure to do so will result in revocation of ECO status. Additionally, I certify that I meet all eligibility requirements.

Name:	
Date:	
Signature (ok to type):	



Tracy Unified Induction Program Administrator Recommendation Form for Early Completion Option for a Candidate

Submit this form directly to the Induction Program Administrator at jkassel@tusd.net. This recommendation must be received by December 12, 2025.

Candidate:	Site:
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Senate Bill 57 allows eligible, **experienced**, and **exceptional** individuals to complete a Commission-approved teacher induction program in less than two years. To earn a clear credential, candidates must meet the same standards as those completing the full program. By recommending this candidate, you affirm they are fully prepared and require no further support. *If additional support is needed, select “Not Recommended” below.*

Recommendation of current site administrator:

Please mark the appropriate column that best describes this candidate’s skills and abilities. If you, the administrator, have any questions or concerns, please feel free to contact the Induction Program Administrator at jkassel@tusd.net.

California Standards for the Teaching Profession	Emerging Beginning to build awareness of teaching standards and practices	Exploring Actively seeks to deepen understanding of teaching practices and applying strategies	Applying Demonstrate s consistent and effective use of instructional strategies	Integrating Embeds teaching practices across contexts with flexibility and responsiveness	Innovating Leads and models best practices, designs and adapts instruction to meet diverse needs
Engaging and Supporting All Students in Learning	☐	☐	☐	☐	☐
If marked Integrating or Innovating, please give an example of how the candidate shows and exemplifies engaging and supporting all students in learning.					
Creating and Maintaining Effective Environments for Student Learning	☐	☐	☐	☐	☐
If marked Integrating or Innovating, please give an example of how the candidate shows and exemplifies engaging and supporting all students in learning.					
Understanding and Organizing Subject Matter for Student Learning	☐	☐	☐	☐	☐
If marked Integrating or Innovating, please give an example					



of how the candidate shows and exemplifies engaging and supporting all students in learning.					
Planning Instruction and Designing Learning Experiences for All Students	☐	☐	☐	☐	☐
If marked <i>Integrating</i> or <i>Innovating</i>, please give an example of how the candidate shows and exemplifies engaging and supporting all students in learning.					
Assessing Students for Learning	☐	☐	☐	☐	☐
If marked <i>Integrating</i> or <i>Innovating</i>, please give an example of how the candidate shows and exemplifies engaging and supporting all students in learning.					
Developing as a Professional Educator	☐	☐	☐	☐	☐
If marked <i>Integrating</i> or <i>Innovating</i>, please give an example of how the candidate shows and exemplifies engaging and supporting all students in learning.					

If you are recommending this candidate for Early Completion from the Induction program, please briefly describe why you are recommending:

Administrator Recommendation:

***Not being recommended for Early Completion Option is not considered punitive but rather offers the Induction candidate an additional year of support with a mentor if necessary.**

- ☐ **I DO** recommend this candidate for the Early Completion Option of the TUSD Induction Program and understand the candidate will no longer be receiving support from a mentor.
- ☐ **I DO NOT** recommend this candidate for the Early Completion Option. This candidate could benefit from the additional year of mentor support offered in the Induction Program.

Printed Name of Administrator

Administrator Signature

Date



Second Part of ECO: Due by April 10, 2025

You must submit all of the following for Part 2 in a folder named “ECO” located in your Induction O365 folder:

- Formal evaluations from this school year. At least one evaluation must be submitted by the ECO Application deadline and the final **formal evaluation must be uploaded into the ECO by April 10th.**
- Using the GoReact Platform, Candidate will upload a full-length current school year video of a standards-based lesson. The video must be a full lesson, from beginning to end, as well as whole class instruction. The lesson that is video recorded **must capture the candidate’s best teaching.**
- Candidate will also provide written answers and artifacts to support the instruction in the recorded lesson as well as evidence for all 6 CSTPs. Questions for written responses will be provided in Part 2 of the ECO application.

Application Assessment

Below is the process for determining ECO application acceptance/denial:

- ☐ Confirmation of meeting all eligibility requirements (Part 1)
- ☐ Confirmation of meeting all application submission requirements (Part 1 and Part 2)
- ☐ Evaluation of the video lesson and reflection submission following TUSD ECO Rubric criteria (Part 2)
- ☐ Confirmation of meeting all Induction program requirements (deadlines, trainings/meetings, program requests for feedback/information) (Full Year in Program)



California Standards for the Teaching Profession

CSTP STANDARD ONE:

Engaging & Supporting All Students in Learning

1.1	Using knowledge of students to engage them in learning
1.2	Connecting students' prior knowledge, life experience and interests
1.3	Connecting subject matter to meaningful, real-life contexts
1.4	Using a variety of instructional strategies, resources and
1.5	Promoting critical thinking through inquiry, problem solving and reflection
1.6	Monitoring student learning and adjusting instruction while teaching

CSTP STANDARD TWO:

Creating & Maintaining Effective Environments for Student Learning

2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2	Creating physical or virtual learning environments that promote; student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5	Developing, communicating, and maintaining high standards for individual and group behavior
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7	Using instructional time to optimize learning

CSTP STANDARD THREE:

Understanding & Organizing Subject Matter for Student Learning

3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3	Organizing curriculum to facilitate student understanding of the subject matter
3.4	Utilizing instructional strategies that are appropriate to the subject matter
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content

CSTP STANDARD FOUR:

Planning Instruction & Designing Learning Experiences for All Students

4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2	Establishing and articulating goals for student learning
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

CSTP STANDARD FIVE:

Assessing Students for Learning

5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3	Reviewing data, both individually and with colleagues, to monitor student learning
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5	Involving all students in self-assessment, goal setting, and monitoring progress
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning
5.7	Using assessment information to share timely and comprehensible feedback with students and their families

CSTP STANDARD SIX:

Developing as a Professional Educator

6.1	Reflecting on teaching practice in support of student learning
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4	Working with families to support student learning
6.5	Engaging local communities in support of the instructional program
6.6	Managing professional responsibilities to maintain motivation and commitment to all students
6.7	Demonstrating professional responsibility, integrity, and ethical conduct



CSTP STANDARD ONE:
Engaging & Supporting All Students in Learning
1A: Focus on Students
1B: Knowledge of Students
1C: Students Backgrounds and Family Engagement
1D: Diversity and Equity

CSTP STANDARD THREE:
Understanding and Organizing Subject Matter for Student Learning
3A: Knowledge of Subject Matter and Pedagogy
3B: Connecting Subject Matter to Real-World Contexts
3C: Curriculum and Resources for Specific Students and Student Groups
3D: Content and Skills across Subjects
3E: Curriculum Materials and Resources

CSTP STANDARD FIVE:
Assessing Students for Learning
5A: Understanding and Using Assessments
5B: Interpreting and Using Assessment Data to Inform Student Learning
5C: Communication of Assessment and Data
5D: Assessment for Continuous Improvement

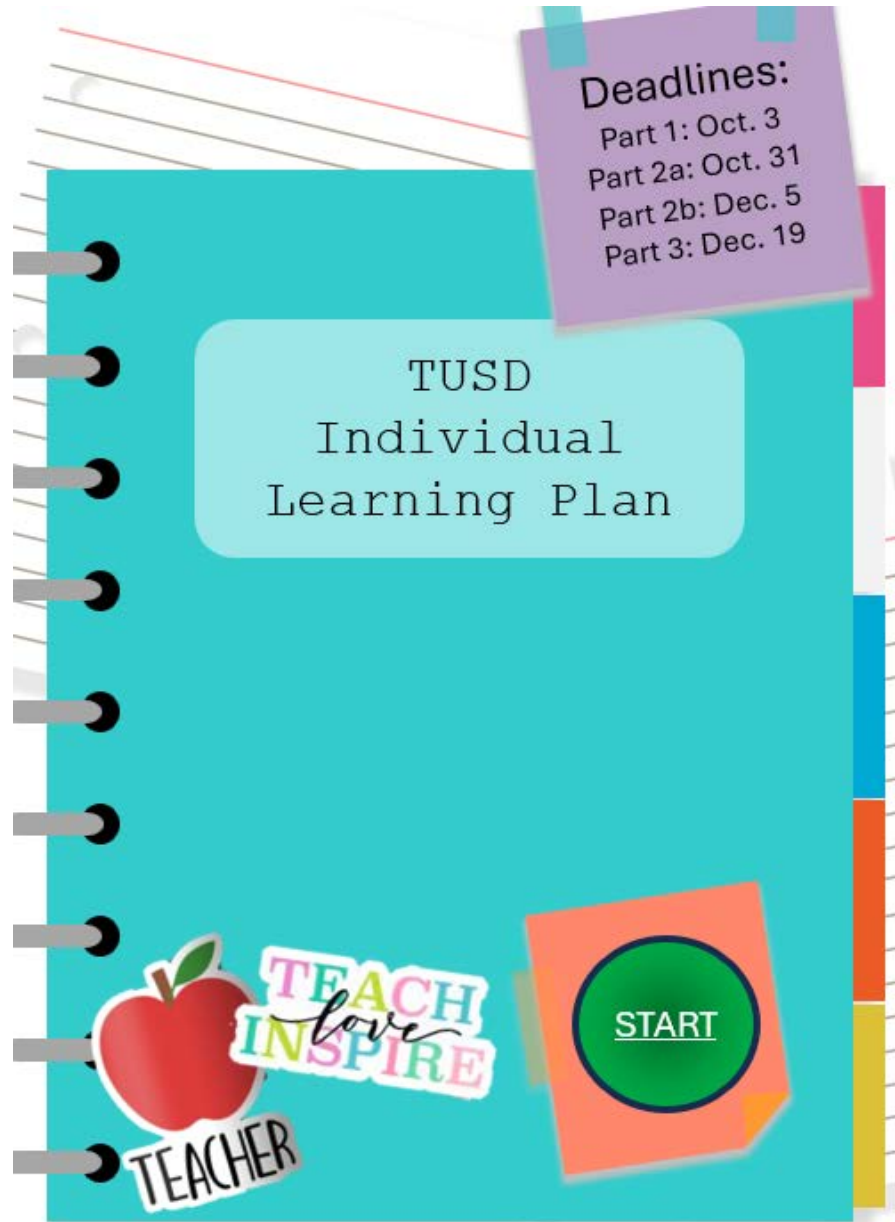
CSTP STANDARD TWO:
Creating and Maintaining Effective Environments for Student Learning
2A: Learning Environment
2B: Student Behavior
2C: Organizational and Resource Management
2D: Inclusive Environment

CSTP STANDARD FOUR:
Planning Instruction and Designing Learning Experiences for All Students
4A: Planning Instruction for Student Learning
4B: Designing and Developing Instruction for Student Learning
4C: Facilitating Instruction for Student Learning
4D: Adapting Instruction for Student Learning

CSTP STANDARD SIX:
Developing as a Professional Educator
6A: Reflection on Practice
6B: Focused Professional Learning
6C: Collaboration with Colleagues
6D: Collaboration with Families, Guardians, and the Community
6E: Ethical Conduct and Professional Responsibilities
6F: Activating Access and Equity
6G: Personal Growth and Well-Being



Use CTRL + Double click on Picture to access TUSD
ILP and ILP Rubric



Ctrl + Single Click on Image to access Induction CAL through Microsoft Forms

Fall 2025 Induction CAL

Fill out the following form each week when working with Induction Candidate on ILP

1. Candidate Name *

Enter your answer

2. Week of Meeting *

Select your answer



3. When working on Part 1 of the ILP with your candidate, what areas did you focus on? *

☐

Candidate Information

☐

Video Reflection with strengths and growth



Triad Meeting with Admin

Getting to Know Your School Administrator

	Name	Signature of Attendance	Date
Candidate:	Click to add name		Add date
Mentor:	Click to add name		Add date
Site Administrator:	Click to add name		Add date

Candidate to Admin Talking Points/Guide	Notes
Show your site administrator the work you've done to get to know your students and community along with your CSTP self-assessments and Areas of Strength and Areas for Growth from your video. Ask your site administrator for their thoughts on what you have identified.	Click to add text
Share your ideas for which CSTP you may want to focus on for your ILP. What feedback might they offer you about this focus?	Click to add text
Share with your site administrator your ideas for professional learning as it pertains to your Areas for Growth. Ask them for suggestions or resources they might offer you for professional learning on your chosen topic. Check with them if they know of any books or scholarly resources on the topic.	Click to add text
Share anything else you would like your site administrator to know. Ask them if they have any additional feedback or suggestions for you.	Click to add text



Appendix B Program Documents

- **[CTC Induction Program Preconditions](#)**
- **[CTC Induction Program Standards](#)**





CTC Induction Program Preconditions

1. Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction Program sponsor must make available and must advise participants of an Early Completion Option for "experienced and exceptional" candidates who meet the program's established criteria.





CTC 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 that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design

The Induction program's 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 individual 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 Individual 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, and feedback on classroom instruction.
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP.
- Periodically 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 Competence 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's 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.