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2026-2027 TEACHER INDUCTION

Program Handbook

*I Believe in...
I Belong in...*
I AM VUSD

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OUR MISSION

To design and deliver inclusive pathways and professional learning that support every stage of an employee's journey — fostering growth, building capacity, and strengthening retention so all staff feel valued, empowered, and equipped to thrive.

WHAT WE DO

The Educator Support Team provides guidance, mentoring, and professional development to support teachers and administrators in their professional growth. Our goal is to ensure educators have the resources, expertise, and support needed to succeed in the classroom and advance in their careers.

EDUCATOR SUPPORT SERVICES

- Teacher Induction Program (TIP)
- Clear Administrative Services
Credential Program (CASC)
- Visalia Teacher Residency (VTR)
- Pre-Induction Credentials
- Mentoring and Coaching
- Professional Learning
- New Teacher Orientation

EDUCATOR SUPPORT TEAM

Director: Robyn Narahara-Correia

Coordinator: Sarah Melton

Coordinator: Serena Arias

Credential Analyst: Angela Sanchez

Content Specialist: Jennifer Moshier

Content Specialist: Manuela Villarreal

Content Specialist: Michael Wilson

For questions or support, contact: EducatorSupport@vusd.org

About the VUSD Teacher Induction Program (TIP)

The Visalia Unified School District Teacher Induction Program (TIP) is a state-accredited induction program through the California Commission on Teacher Credentialing (CTC) designed for eligible teachers who hold a Preliminary Multiple Subject, Single Subject, or Education Specialist Credential and must complete induction to earn a California Professional Clear Credential (SB 2042).

To be eligible, candidates must:

- ✓ Hold a valid California Preliminary Multiple Subject, Single Subject, or Education Specialist Teaching Credential.
- ✓ Be employed as the teacher of record in a position that aligns with the authorization area of the preliminary credential.
- ✓ Have their eligibility verified with the VUSD's Human Resources Department.

Program Length

Two years, beginning in your first year of teaching

Credential Earned

California Clear Multiple Subject, Single Subject, or Education Specialist

Accreditation

State-accredited & approved by the CA Commission on Teacher Credentialing

Mentoring Support

The VUSD Teacher Induction Program assigns each candidate a mentor within the first 30 days of enrollment. In collaboration with the candidate's principal or supervisor, mentors are matched based on credential type, grade level, and/or subject area to ensure consistency with the candidate's assignment and the requirements outlined in the Memorandum of Understanding (MOU).

The mentor provides a minimum of one hour per week of personalized support as teachers build their instructional practice and work toward their Clear Credential. Teachers may request a mentor change through Educator Support.

Memorandum of Understanding (MOU)

A Memorandum of Understanding (MOU) outlines the shared expectations, responsibilities, and roles of the candidate, mentor, and induction program to support successful completion of induction requirements.

[Copy of Candidate MOU](#)

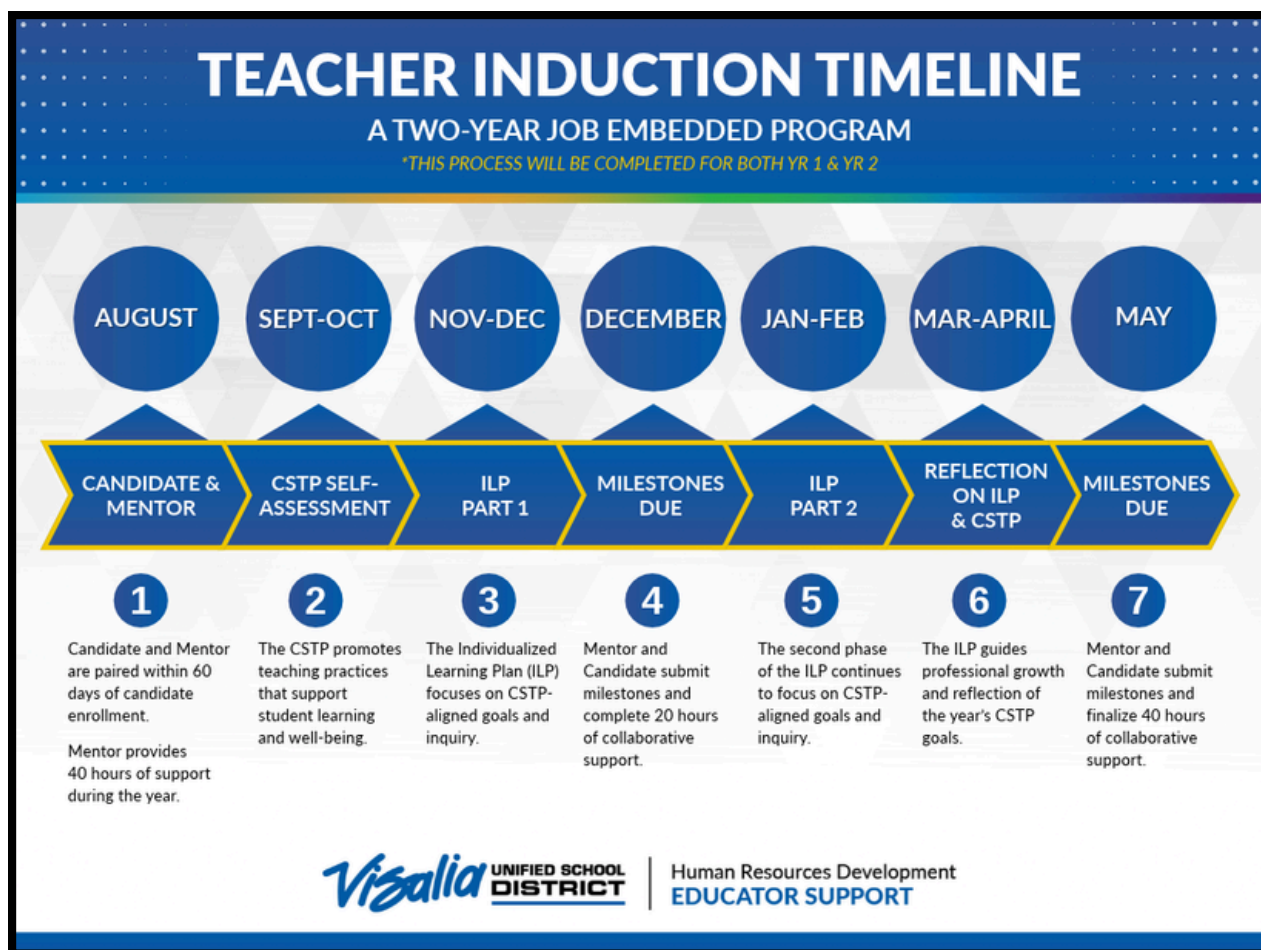
[Copy of Mentor MOU](#)

Induction Process and Timeline

About the Process

The VUSD Teacher Induction Program (TIP) is a two-year, job embedded process that follows a timeline throughout the school year to support beginning teachers.

Candidates engage in action research cycles focused on CSTP-aligned goals while working collaboratively with their mentor. Mid-year and end-of-year milestones and collaborative support hours are submitted to document progress.



About the Individualized Learning Plan

The Individualized Learning Plan (ILP), implemented in both Year 1 and Year 2, is a structured framework designed to guide candidates' professional growth toward the California Standards for the Teaching Profession (CSTP). It is used solely as a tool for professional growth and is not part of the employment evaluation process. The ILP promotes inquiry and reflection focused on improving student outcomes.

Year	Focus Areas	Key Components
1	CSTP 1–3, 6: Engaging Students, Learning Environments, & Content	• Establish professional goals aligned to CSTP 1–3 • Engage in professional learning activities • Implement inquiry cycle on instructional strategies • Collect and analyze student data • Collaborate with administrator and mentor to refine goals • Use inquiry findings to inform instructional decisions
2	CSTP 1, 4–6: Planning, Assessment, & Professional Responsibilities	• Build on Year 1 learning • Focus on instructional planning, assessment, and professional responsibilities • Implement action research using the same inquiry process as Year 1

CSTP Connection to ILP

The CSTPs provide the foundation for all learning and growth within the two-year induction program. Participating teachers will use the CSTPs to guide reflective practice, goal setting, and instructional decision-making through ongoing cycles of inquiry. CSTP goals for each teacher are developed within the first 60 days of program's enrollment.

By collecting and analyzing evidence of teaching and student learning, candidates will align their ILP to the CSTPs that promote equitable instruction for all students.

2024 California Standards for the Teaching Profession

CSTP 1

Engaging and Supporting All Students in 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.

- 1A: Focus on Students
- 1B: Knowledge of Students
- 1C: Student Backgrounds and Family Engagement
- 1D: Diversity and Equity

CSTP 2

Creating and Maintaining Effective Environments 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.

- 2A: Learning Environment
- 2B: Student Behavior
- 2C: Organizational and Resource Management
- 2D: Inclusive Environment

CSTP 3

Understanding and Organizing Subject Matter for Student Learning

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.

- 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 4

Planning Instruction and Designing Learning Experiences for All Students

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.

- 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 5

Assessing for Student Learning

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.

- 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 6

Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

- 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

Early Completion Option (ECO)

The Early Completion Option (ECO) for Induction (SB 57) provides experienced and exceptional candidates the opportunity to complete an induction program in one year. Decisions to grant the Early Completion Option are made by the Induction Committee based on a review of the application and evidence submitted. Candidates must meet all deadlines and submit a complete portfolio documenting professional experience and practice.

Please reference our process here:
[VUSD Early Completion Option \(ECO\) Application and Eligibility Criteria](#)

Attendance for Candidates and Mentors

Candidates and mentors attend all scheduled induction meetings, complete required milestones and activities, and maintain weekly hours of support. Extended leave requires the postponement of induction. ECO candidates are part of an accelerated pathway and attendance is mandatory (see ECO).

Program participation expectations include:

- Attendance of all required meetings and program events.
- Collaboration with the assigned mentor, averaging at least one hour per week of individualized mentoring and support.
- Completion of all program assignments, reflections, and ILP requirements within established timelines.

Repeated absences, failure to participate in required meetings, or incomplete program requirements may result in:

- Required make-up sessions.
- Extension of program timelines.
- Delay in recommendation for the Clear Credential.
- Ineligible for graduate level induction units.

Educator Support reserves the right to review candidate participation and determine appropriate next steps to ensure successful program completion.

Clear Credential Recommendation Requirements

To be recommended for the California Professional Clear Credential, candidates must successfully complete the program requirements of the VUSD Teacher Induction Program.

Requirement Area	Expectation
Mentoring Hours of Support	Candidates complete all required hours of individualized support provided by their assigned mentor for each year of induction.
Program Milestones	Candidates complete all program milestones, including demonstrating growth toward the California Standards for the Teaching Profession (CSTPs) and implementing and reflecting on learning and professional growth goals within the Individualized Learning Plan (ILP).
Participation and Attendance	Candidates attend and actively participate in all program meetings and activities and submit required documentation by established deadlines.
Program Verification and Review	Educator Support reviews candidate documentation, participation records, and completion of program requirements to verify eligibility for credential recommendation.

Upon verification of successful completion of all program requirements, the induction program director will recommend the candidate to the California Commission on Teacher Credentialing (CTC) for the Professional Clear Credential.

University Graduate Credit/Induction Units

Candidates who have completed the two-year or ECO option of VUSD induction program are eligible to apply for graduate level units. The units are designed for salary advancement and are only applicable after a successful program completion. Applications must be submitted within two years of completing the induction program.

Program Extension or Unsatisfactory Progress

Candidates with unsatisfactory progress show failure to complete required program assignments, attend meetings or have repeated absences within established timelines. A Program Extension Completion Plan may be implemented when a candidate is unable to complete Induction Program requirements within the designated timeframe due to unsatisfactory progress, participation concerns, or extenuating circumstances.

Grievance Policy

Please reference our policy here:
[VUSD Induction Programs Appeal Process](#)

Teach Out Plan

Please reference our procedure here:
[VUSD Teach Out Plan for Induction - Transition Procedures](#)

Non-Discrimination Policy

Visalia Unified School District is dedicated to the goal of building a culturally diverse faculty and staff. The district prohibits discrimination, harassment, intimidation, and bullying in all district educational programs, activities, or employment on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family, or marital status.

