



Sanger Unified School District New Teacher Induction

Provisional Intern Permit

Candidate is assigned a support provider at his/her site to provide a minimum of 1 to 1 1/2 hours of support a week.
Provide orientation, guidance, and assistance.
Personalized plan for meeting subject matter competence.
Assist in enrollment in subject matter training.
Candidate is apprised of steps to earn a credential and enroll in intern program.
Provide a notice of intent to governing body to employ the applicant.

Short Term Staff Permit

The employing agency ensure the permit holder is placed in a position that matches the identified subject matter competency area and grade level.
The employer provides orientation to the curriculum and to techniques of instruction and classroom management to the permit holder.
The employer assigns a mentor teacher to the permit holder for the term of the STSP.
Candidate is assigned a mentor at his/her site to provide a minimum of 1 to 1 1/2 hours of mentoring per week.

Intern

MOU is in place between the intern program and the district.
Intern is placed in a position that matches the identified subject matter competency area and grade level.
Employer identified a mentor prior to intern assuming daily teaching responsibilities.
Intern teacher is provided with a minimum of 144 hours of general support/mentoring and supervision. A minimum of 2 hours of support is provided every five instructional days. The intern mentor provides at least one hour of direct support and documents additional support provided through university support, and curriculum Specialists and PLCs.
45 hours of additional support and supervision specific to meeting the needs of English learners is provided.
The employer and Intern collaborates in tracking the hours of support and supervision.
The Intern teacher is provided release time to complete necessary classroom observations of credentialed teachers. The Induction Coordinator arranges two half day observations upon Intern request.



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Experienced Teachers- New to SUSD

Experienced teachers participate in the New Teacher Institute before the start of school to learn about District adopted core curriculum, district policies and procedures, and best practices.
Experienced teachers are supported by District Instructional Specialists, site Curriculum Support Providers who assist as needed/requested.
Experienced teachers participate in PLCs at their school sites.
Experienced teachers participate in district provided professional development.

Induction Yr 1

A support Provider who teaches the same grade level or subject area is assigned to each participating teacher. Site Administrator and Induction Coordinator assign SPs prior to start of the school year.
Beginning in the first year of teaching under a preliminary credential, an Individual Learning Plan is developed for each participating teacher based upon their strengths and needs in the CSTP. The ILP is completed through a collaborative process involving the participating teacher, the Induction Coordinator, site administrator, and SP.
Support Providers meet a minimum of one hour per week with PTs for individualized support and mentoring. SPs and PTs complete a collaborative log documenting their meetings.
Year One teachers participate in two SP/PT Network meetings.
Participating Teachers have multiple opportunities to demonstrate growth in the CSTP. Through Induction activities, observations, and the Inquiry process PTs gather information to assess their level of practice in the CSTP. An Early Completion Option is offered to experienced and exceptional candidates. Participating teachers who qualify complete an application which is approved/denied by the Induction Coordinator and Director.

Induction Yr 2

A support Provider who teaches the same grade level or subject area is assigned to each participating teacher. Site Administrator and Induction Coordinator assign SPs prior to start of the school year.
Beginning in the first year of teaching under a preliminary credential, and continuing through the second year, an Individual Learning Plan is developed for each participating teacher based upon their strengths and needs in the CSTP. The ILP is completed through a collaborative process involving the participating teacher, Induction coordinator, site administrator, and SP.
Support Providers meet a minimum of one hour per week with PTs for individualized support and mentoring. SPs and PTs complete a collaborative log documenting their meetings.
Year Two teachers participate in an orientation meeting, two Sp/PT Network meetings, and an exit interview.
Participating Teachers have multiple opportunities to demonstrate growth in the CSTP. Through Induction activities, observations, and the Inquiry process PTs gather information to assess their level of practice in the CSTP.