

The Sonoma County Office of Education's North Coast School of Education (NCSOE) works with districts, universities, and county offices to support teachers at various levels of the Learning to Teach Continuum.

District partnerships are critical in the effective implementation of program goals and NCSOE program staff support that partnership in the following ways:

- Provide administrative oversight, coordination and compliance in regards to program and state requirements.
- Provide Mentors with program and state standards-based mentor training, support, and resources and oversee the completion of program requirements.
- Distribute funds to districts for Mentor and District Coordinator compensation.
- Provide participants with program materials, resources, and online learning management systems to coordinate, monitor and meet program requirements and completion.
- Provide a regular forum for communication, updates, and feedback about programs (District Coordinator meetings, Advisory Board, program surveys, etc.).

District roles and responsibilities include, but are not limited to, the following:

DISTRICT COORDINATOR'S RESPONSIBILITIES

- **Communicate and disseminate program information** to district office staff, site administrators and teachers, especially participants in the program about enrollment, requirements, etc.
- **Share professional learning opportunities** that are open and free to all teachers in partnering districts, even if those teachers are not in a NCSOE program
- **Act as a liaison** between district participants and NCSOE program coordinators
- **Coordinate personalized Teacher Induction** for a cohort of district teachers as it aligns to district vision, mission and goals if requested
- **Work with Site Administrators** to ensure they follow their responsibilities (see below)
- **Attend District Coordinator meetings** (Spring/Fall)
- **Complete and submit appropriate forms**
- **Match Candidates and qualified Mentors** with like-credentials and review Mentor Reassignment Policy
- **Complete District Roster** with Candidate/Mentor matches **within 30 days of program enrollment**
- **Ensure program enrollment** of participants by end of October for Fall and mid-February for Spring
- **Assist in gathering and submitting retention data, district year-end reports, etc., as needed**

SITE ADMINISTRATOR'S RESPONSIBILITIES

- **Collaborate with Candidate and Mentor** in a goal-setting meeting within 60 days of program enrollment that aligns the Candidate's Individual Learning Plan to district vision, mission and goals
- **Attend Administrators' training, workshops, and/or informational meetings;** Administrators are invited to the District Coordinator Meetings to provide feedback and receive program updates
- **Conduct initial site orientation** for Candidates/Interns/Permit Holders to inform them about site resources, personnel, health and safety, and special education policies and procedures; NCSOE staff are available to provide an overview of Teacher Induction if requested
- **Limit extracurricular duties** for both Candidates/Interns/Permit Holders and Mentors, scheduling common prep time, whenever possible
- **Allocate resources to support the Candidate's/Intern's/Permit Holder's professional growth** (e.g. workshops, materials, release time for observations, etc.)

DISTRICT'S RESPONSIBILITIES

The district is the first place participants arrive for program information and your role as a liaison between your participants and NCTIP is critical. Regular communication and information are an investment that retains good Mentors and teachers in the long-run!

- **District's Responsibility to Candidates**

- **Identify all teachers eligible for program**, including Interns/Permit Holders (PIP, STSP), Variable Term Waiver/Program-Sponsor Variable Term Waiver Holders, Clear Credential Candidates (Multiple/Single Subject, Education Specialists, Designated Subjects), and teachers prepared Out of Country
- **Provide Candidates/Interns/Permit Holders with program information** (NCTIP Handbook, Roles & Responsibilities, etc.)
- **Provide district-supported release time** for classroom observations or Induction work (2-4 days)
- **Provide opportunities for ongoing professional learning***
- **Provide mileage reimbursement** to attend professional learning, when possible
- **Pay annual program fee**

- **District's Responsibility to Mentors**

- **Select Mentor Teachers** who meet the Commission's identified criteria including a valid corresponding Clear of Life Credential, three (3) years successful teaching experience on the Clear credential, and English Learner Authorization
- **Provide Mentors with program information**, such as the NCTIP Handbook, overview of the NCSOE Mentoring-Based Program, Roles & Responsibilities, and have them complete the online orientation in Canvas, *The Launch*, with 2 weeks of program enrollment
- **Match Mentors with Candidates/Interns/Permit Holders** of like-credentials, prior to assuming daily teaching responsibilities and within 30 days of program enrollment (Matches should include same site, similar grade level and subject matter, etc.)
- **Provide release time** for classroom observations or Induction work (2-4 days)
- **Provide protected time for employer-provided support** to work with within the school day
- **Provide mileage reimbursement** to attend professional learning, when possible
- **Facilitate distribution of Mentor compensation**

** Candidates are required to complete professional learning as it relates to the focus of their Inquiry in the Individual Learning Plan; this learning may be through NCSOE if required by the district or it can be professional learning provided by the district, local universities, conferences, etc.*