

# NORTH COAST TEACHER INDUCTION PROGRAM

## CANDIDATE ROLES AND RESPONSIBILITIES

### ROLE OF THE CANDIDATE

In the *North Coast Teacher Induction Program* (NCTIP), Candidates grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession (CSTP)* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential.

Candidates will:

- **Develop an Individual Learning Plan (ILP)** that provides a focus for inquiry work in Induction and is collaboratively developed with the Candidate, Mentor, and input from the Candidate's employer. The ILP includes professional growth goals, a description as to how these goals will be addressed and defined through professional learning and teaching practice, measurable outcomes, and actions with evidence and reflection. *CTC Induction Program Standard 3*
- **Utilize and integrate the California State Content Standards (where applicable), Common Core State Standards, performance levels for students, curriculum frameworks, and instructional materials** in the context of their teaching assignment.
- **Protect and support all students** by designing and implementing equitable and inclusive learning environments.
- **Maximize academic achievement for students** from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; English Learners; and students with a combination of special instructional needs.

### CANDIDATE RESPONSIBILITIES

#### 1. Advisement

District staff notifies eligible Candidates about Induction and clear credential requirements at the start of the initial teaching contract, and secures signatures on the **NCTIP Advisement Form**, which will be placed in the Candidate's district personnel file as proof of advisement.

#### 2. Registration

Candidates need to:

- **New Candidates complete the NCTIP online enrollment process** ([www.ncsoe.org](http://www.ncsoe.org)), returning Candidates update their accounts to the new program year.
- **Initiate an ILP** in collaboration with their Mentor and with input from their employer (site administrator) within the first 60 days of enrollment.

#### 3. Mentor Teacher

- Each Candidate is assigned a Mentor Teacher. Mentors **meet weekly** with their Candidate(s), attend their own required mentor training, and have the option to participate in professional learning with their Candidate(s) as it relates to the Candidate's ILP. The Mentor reviews the Candidate's ePortfolio work (ILP, artifacts) prior to submission to the program.
- If, for any reason, a Candidate and Mentor are not working together effectively, the District Coordinator, Lead Facilitator, Program Coordinator or Regional Director should be informed regarding a possible reassignment (see **Reassignment Policy** for additional information).

#### 4. Professional Learning

- Candidates attend professional learning (in-person and/or online) that is aligned to their action research focus and needs as outlined on their ILP. This professional learning may be provided by their own district, North Coast School of Education, Sonoma County Office of Education, local universities, and/or other organizations or activities that provide opportunities for in-depth, extended learning that is aligned to the ILP.
- Mentors may choose to attend these opportunities together with their Candidates, but are not required to do so.

#### 5. Canvas Learning Management System (LMS) Inquiry Submissions:

- Each Candidate is required to submit ongoing Inquiry credential submissions to their Mentor who reads,

reviews and provides ongoing feedback **prior** to submission to the program via Canvas, our online school.

- An ePortfolio Reader reviews all Inquiry credential submissions at the end of each Inquiry course in Canvas. **Deadlines for submission** of the assignments to Mentors are provided on the **Overview** available online and in the Orientation for Induction.

## 6. Professional Credential ePortfolio

- It is the responsibility of each Candidate to document and turn in **professional quality Inquiry credential submissions** in his/her Professional ePortfolio for the California Clear Credential. Candidates should keep their own copy of the ePortfolio and are encouraged to use it as a demonstration of growth and competency.
- **\*\* IMPORTANT:** Failure to meet the required submission deadlines may result in termination from the program. See Failure to Submit policy for details.

## 7. Program Completion

- It is the responsibility of each Candidate to:
  - Work towards mastery of the California Standards for the Teaching Profession (CSTP),
  - Reflect learning and professional growth goals and accumulate evidence of reflective practice,
  - Document all professional credential requirements, including observed evidence collaboratively assembled by the candidate, the mentor, and/or other colleagues,
  - Compile Inquiry evidence of successful completion of growth activities in his/her Professional ePortfolio,
  - Attend choice-based, personalized in-person and online professional learning as it relates to the individualized learning plan, and
  - Complete annual local and state surveys in support of an application for a California Clear Credential.
- **NCTIP supports and facilitates credential completion**, and Candidates who meet all requirements are recommended for a Clear Credential. Some Candidates may have additional requirements beyond Induction - the Credential Advisor will notify the Candidate of any additional requirements before the program files for the Clear Credential. The Professional ePortfolio is transportable, enabling teachers to move from one Induction Program to another as Candidates complete inquiry by inquiry or year by year.

## 8. Transfer Candidates

- If a Candidate has completed their first year of Induction with a different program, the Candidate is required to provide the regional office with the following:
  - Year 1 CTIP Induction program name and contact information, and
  - Evidence of Year 1 completion of CTIP with program description to check for alignment.

## 9. Purchasing University Credit for Induction

- **Extended Ed Units**
  - Teachers who participate in the NCTIP may be eligible to receive Extended Education Units through Humboldt State University (HSU), the University of the Pacific (UOP) or Brandman for Induction work completed each semester. Many school districts allow teachers to utilize units to advance on their salary schedule. This is especially beneficial to teachers who are just beginning their career. Each district has specific policies about using units for movement on the salary schedule. **Check district policy** before purchasing units and refer to the North Coast School of Education's website [www.ncsoe.org](http://www.ncsoe.org) for more information.
  - In order to receive the extended education units, Candidates agree to complete the requirements as described in the **Roles and Responsibilities**. Should a Candidate apply for extended education units and be unable to complete their Roles and Responsibilities, he/she will receive an incomplete and will not earn the units until he/she is able to fulfill all of the requirements.
  - It is the Candidate's responsibility to verify with the university that the requested units have been recorded properly. Transcripts are ordered directly from the university.
- **Graduate Level Units**
  - NCTIP partners with other colleges and universities to provide credit options for California Teacher Induction coursework leading to advanced degrees. More information can be found on our website: [www.ncsoe.org](http://www.ncsoe.org). If a Candidate has completed Induction and plans to apply for an advanced degree program, Verification of Completion can be requested by contacting the regional office.