

The Sonoma County Office of Education's North Coast School of Education (NCSOE) partners with districts, universities, and other county offices to support teachers at various levels of the *Learning to Teach Continuum*. With partnering districts and their support staff (i.e., Site Administrators), NCSOE honors the roles districts/district staff play and helps facilitate those roles by funding a *NCSOE District Coordinator* with responsibilities to meet and support this partnership.

ROLES OF THE DISTRICT

- **Help facilitate effective and supportive relationships** as well as the growth and development of new and experienced teachers and the programs and people that support them.
- **Provide teachers with access to quality professional learning experiences** that contribute to the development of the teaching craft as well as long-term retention in the classroom and local and state educational learning communities.
- **Serve as a liaison to guide teachers in completion of program requirements** to earn or clear credentials in accordance with California-approved and accredited program standards and with the support of NCSOE program leads and coordinators.
- **Stay informed about credentialing programs** and their requirements in order to best support participants and those who support them toward completion and retention in the educational field.

DISTRICT COORDINATOR RESPONSIBILITIES

- **Communicate and provide information.** The district is the first place participants receive program information and your role as a liaison between your participants and NCSOE is critical. Regular communication and sharing of information are an investment that retains high-quality Mentors and new teachers in the long-run!
- **Establish a regular forum for communication**, updates, and feedback about programs (District Coordinator meetings, Advisory Board, program surveys, etc.) that includes regular dissemination of program information to office staff, site administrators, and teachers.
- **Provide administrative oversight**, coordination and compliance in regards to program and state requirements.
- **Attend required District Coordinator Meetings** (Spring/Fall)
- **Identify all teachers eligible for an NCSOE 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 (all also identified as Mentees).
- **Coordinate with district personnel**, as applicable, to ensure that an annual Memorandum of Understanding (MOU) is on file with NCSOE and that annual program fees are paid.
- **Provide participants with program information** (Program Handbook, Roles & Responsibilities, enrollment and registration information, etc.).
- **Select Mentors** who meet the Commission's identified criteria, including a valid corresponding Clear or Life Credential, three (3) years successful teaching experience on the Clear credential, and English Learner Authorization.**
- **Match Mentors with Mentees** of like-credentials prior to assuming daily teaching responsibilities (matches must include like-credentials per the standards above and should include same site, similar grade level and subject matter, etc.).
- **Manage your NCSOE online district roster** by assigning Mentor-Mentee teams and approving program participation within 30 days of program enrollment.
- **Familiarize yourself with the Mentor Reassignment Policy** in case Mentors or Mentees are in need of a change.
- **Ensure program enrollment** of participants by end of October for Fall and mid-February for Spring.

- **Ensure completion of program requirements**, such as *The Launch*, NCSOE's online welcome and overview in Canvas, that should be completed by all participants within 2 weeks of enrollment, and program-specific resources, requirements, and supports.
- **Coordinate with participants and Site Administrators district-supported release time** for classroom observations and/or or Induction work (2-4 days).
- **Support Site Administrators** in addressing their responsibilities and support of program participants (see below).
- **Collaborate with Site Administrators to provide access to opportunities for ongoing, personalized professional learning that aligns to district vision, mission and goals.*** NCSOE Professional learning opportunities are open and free to all teachers in partnering districts (even if those teachers are not in a NCSOE program) and district cohorts are encouraged.
- **Work with district personnel to offer mileage reimbursement** for attending professional learning, when possible.
- **Collaborate with NCSOE Program Coordinator** to ensure completion of program requirements and manage consequences (i.e., reduced mentor compensation, need for additional inquiry work) when necessary.
- **Coordinate distribution of funds** to districts for Mentor and District Coordinator compensation, accounting for any pro-rating due to incomplete program requirements.
- **Complete and submit appropriate forms and surveys** to assist in gathering and submitting retention data, district year-end reports, etc., as needed

* *Teacher Induction 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.*

** *NCSOE provides Virtual Mentors based on request for districts in need; please contact your county's Program Coordinator.*

SITE ADMINISTRATOR'S RESPONSIBILITIES

- **Identify your teachers in NCSOE programs** so you understand their program requirements and can provide specialized support as needed.
- **Teacher Induction Only: Collaborate with Candidate and Mentor** in a goal-setting meeting within 60 days of each Inquiry (Fall-Spring) that aligns the Candidate's Individual Learning Plan (ILP) 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/Early Orientation** for Mentees 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.
- **Meet with Mentor(s) and Mentee(s) in a program-required Mid-Year Meeting** to learn more about the Mentee's program progress and how the Mentor is supporting him/her/them.
- **Limit extracurricular duties** for both Mentees and Mentors, scheduling common prep time, whenever possible.
- **Allocate and share resources to support the Mentee professional growth** (e.g. workshops, materials, release time for observations, introductions to grade-level teams, etc.).