



NORTH COAST SCHOOL OF EDUCATION

NORTH COAST TEACHER INDUCTION PROGRAM

OVERVIEW AND COURSE DESCRIPTIONS

2020-21



North Coast Teacher Induction Overview

The North Coast Teacher Induction Program (NCTIP) is a two-year, state-accredited Induction program designed for Multiple Subject, Single Subject and Education Specialist Preliminary Credential holders.

NCTIP is structured around the Assess, Plan, Teach/Do, Reflect, Apply (APTRA) cycle that supports the Candidate's ability to refine decision-making, develop high quality lessons, and utilize effective pedagogical strategies that increase student achievement and engagement.

Each year of Induction offers professional learning opportunities and support that enhance and deepen the Candidate's understanding of the California Standards for the Teaching Profession (CSTP) and the *Continuum of Teaching Practice*. Candidates are required to engage in professional learning as it relates to the focus of their inquiry; this professional learning may take place through NCSOE, through their district or site, or through other means, and is reported on the Individual Learning Plan as evidence of meeting this state and program requirement.

Listed below are some of NCSOE's courses that are typically offered during the program year depending upon need and/or request. All courses are open to teachers in partnering counties, districts, and sites. Courses may be offered face-to-face throughout the region, synchronously via Zoom, and/or asynchronously via Canvas (our online school). Transcripts for course completion are available to those enrolled in NCSOE programs through their NCSOE database accounts.

CSTP-Based Professional Learning Opportunities

Open to Candidates and Returning or Experienced Mentors

Course Title	Description
Starting Out Right	This online, work-at-your-own-pace Canvas course provides new teachers with tips and techniques for starting the year off right.
CSTP 111: Connection Before Content <i>Strategies for Student Engagement</i>	Teachers in this course learn strategies for connecting to students' prior knowledge in the classroom, building trust in the learning environment, and developing more voice and choice for all students from a strengths-based perspective.
CSTP 121: Relationships and Routines <i>Building Systems for Student Success</i>	In this course, teachers explore strategies and resources for building connections, systems and routines for long-term student learning.
CSTP 131: Access & Equity through Content	In this course, teachers explore how they can provide access and equity for all students. Teachers learn how content and subject matter are understood and can be organized in effective ways to impact student learning.
CSTP 141: Designing for Diversity <i>Lesson Design for all Learners</i>	In this course, teachers learn strategies to differentiate curriculum for a diverse population of students.
CSTP 152: From Assessment to Instruction <i>Using Data and Assessment to Guide Instruction</i>	In this course, teachers focus on assessments, collecting and communicating information about student learning and how to use that information to support instruction. Participants practice collecting and communicating information about student learning and how to use that information to support instruction.
CSTP 161: Collaborating with Community <i>Collaboration for the Classroom, School, and Community</i>	Participants explore how to be a lifelong, reflective learner by collaborating with others who support the educational field. In this course, teachers gain an understanding of how to build relationships with a variety of stakeholders to support their classroom practice.

Additional Professional Learning Opportunities

Open to both Candidates and Mentors

Course Title	Description
NCSOE Orientation	Orientation provides an overview of the NCSOE Mentoring-Based System's philosophy, theory and research and its application to the different credential support and preparation programs that NCSOE offers.
PLS 311: Social Emotional Learning in the Classroom <i>For the Emerging to Innovating Teacher</i>	This introductory course provides a research-based foundational overview of Social Emotional Learning (SEL), how schools and classrooms implement practices, and explores specific SEL strategies the newest of teachers can implement immediately.
PLS 316: Assessing Students for Learning	This course explores the purpose of assessing students, the types of assessment used in the classroom and beyond, and how to use and apply assessments to inform instruction.
PLS 312: Equity & Bias in Teaching <i>Examining our Personal Identity and its Impact on our Practice</i>	This course provides an introductory overview to understanding who we are, our unconscious biases, and how our identity and bias connects to teaching.
Supporting & Developing Elementary Students for Math in the 21st Century	This course is specifically designed for TK-5 teachers who are interested in learning how to support their students in building the skills for them to be successful in the 21st century. Learn how to flip the "I do, we do, you do" style of teaching, and understand how launching a lesson with a "Problem to Explore" can change the way students and teachers interact and feel about math. Participants leave with a personalized plan to implement in the classroom. There will be a follow up session to share the learning as well as learn from others.
Supporting and Developing Secondary Students for Math in the 21st Century	This course is specifically designed for secondary math teachers (6-12) who are interested in learning how to support their students in building the skills to be successful in the 21st century. Learn how to flip the "I do, we do, you do" style of teaching, and understand how launching a lesson with a "Problem to Explore" can change the way students and teachers interact and feel about math. Participants leave with a personalized plan to implement in the classroom. There will be a follow up session to share the learning as well as learn from others.
PLS 313: Innovative Technology Techniques <i>Integrating Effective Instructional Technology Tools</i>	This course explores how to effectively use technology as an innovative and collaborative tool to reach more students, colleagues, parents and communities in taking learning beyond the classroom.
PLS 314: Legal and Ethical Issues in Teaching <i>Understanding the Role and Boundaries of and Social Media in Education</i>	In this course, teachers explore legal and ethical issues in regards to social media and how to integrate it into the classroom in healthy and appropriate ways that extend learning.
PLS 315: Trauma Informed Teaching <i>From Theory to Practice</i>	Participants explore how trauma impacts schools and communities and practice specific trauma-informed teaching strategies and techniques. This theoretical-to-practical course defines what trauma is, how it impacts schools and communities, and what educators can proactively do as a community, school, and in their own classroom.
NCSOE Sharecase	NCSOE Professional Learning programs culminate with a Sharecase that Mentors and participants attend together to reflect on, celebrate, and share their personal and professional growth throughout the year. There is time to share and learn from others as well as learn the next steps in the credentialing process.

Mentor Academy Opportunities

Open to Mentors

Course Title	Description
The Mentor Launch	Launch the year off right with this overview of the NCSOE Mentoring-Based System. Connected to all 4 Domains of the Mentor Framework, this online Canvas training is required of all Mentors within the first 2 weeks of registration
MAC 301: The Foundations of Inquiry-Based Mentoring <i>Connecting Credential and Program Requirements</i>	Connected to Domains 1 and 2 of the Mentor Framework, this course is required for all new Mentors and optional for others interested in learning about the inquiry process.
MAC 302: The Art of Observation in Mentoring <i>Connecting Targeted Feedback with Long-term Goals & Growth</i>	Connected to Domains 1 and 3 of the Mentor Framework, this course is required for all new Mentors and optional for others interested in learning how to conduct an effective teacher and classroom observation.
MAC 303: Becoming a Super Mentor <i>Developing your Mindset and Knowledge for Long-Term Practice</i>	Connected to Domains 3 and 4 of the Mentor Framework, this course is required for all new Mentors and optional for others interested in learning about mentoring, models and types of mentoring, as well as skills and mindsets for Mentors.
MAC 304: Mentoring for Equity in Lesson Design <i>Supporting New Teachers in the use of Data and Resources for Designing Lessons for all Learners</i>	Connected to Domain 3 of the Mentor Framework, this course supports Mentors working with new teachers in designing lessons for a diverse population of students with a Growth Mindset.
MAC 305: Mentoring for Collaboration <i>Helping New Teachers with Supportive Relationships</i>	This course focuses on how to work with new teachers in engaging with communities such as Administrators, Colleagues, Paraeducators, Parents, Families and Volunteers. Mentors gain an understanding of how to maximize the triad conversation with the Administrator (Mid-Year Check-in Meeting) as well as some skills to facilitate collaboration between teachers and parents.
MAC 306: Mentoring for the Use of Assessment with Instruction <i>Using Data to Reflect on and Change Practice</i>	In this course, Mentors gain first-hand experience looking at observational data and how it can support teacher growth. Mentors learn how to use targeted observation data to guide participants in reflecting on their teaching.
Building the Mentor Role <i>A Review of Skills and Strategies for the Veteran Mentor</i>	In this self-paced online Canvas course, Mentors review and build upon their mentoring skills and strategies.
Building the Mentor Practice <i>Applying Skills and Strategies to Long-term Practice</i>	In this two-hour, face-to-face workshop, Mentors learn research-based mentoring strategies that are effective for adult learners.
Extending the Mentor Practice <i>Independent Field Work of Skills & Strategies</i>	This optional, self-paced online Canvas course provides Mentors with an opportunity to create an independent fieldwork project that extends their mentoring practice into their own professional setting.