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Accreditation Site Visit  
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Include Preconditions and/or Common Standards response

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Submission to include: ☒ Preconditions ☐ Common Standards ☐ Both

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**I Hereby Signify My Approval to Transmit this Documentation to the Commission on Teacher Credentialing:**

President/Dean/Provost, Superintendent/Deputy Superintendent Signature

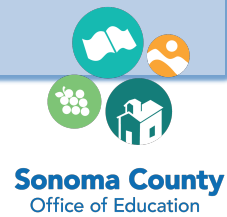
3-30-17

Date

Steven D. Herrington Ph.D.  
Name of Signatory

Sonoma County Superintendent of Schools  
Position

*Sonoma County Office of Education*



## PRECONDITIONS REPORT

Sonoma County Office of Education  
North Coast School of Education

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Submitted to:  
California Commission on Teacher Credentialing

March 2017

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## Overview and Special Characteristics of the Institution

### Sonoma County Office of Education

#### Our Mission

*The mission of the Sonoma County Office of Education (SCOE) is to foster student success through service to students, schools, and the community.*

The Sonoma County Office of Education (SCOE) is located in Northern California, in the city of Santa Rosa, about sixty miles north of San Francisco. The office of the County Superintendent of Schools, known as the Sonoma County Office of Education (SCOE), is the local education agency for the North Coast School of Education (NCSOE) supporting over 150 school districts within six county offices of education (Del Norte, Humboldt, Lake, Mendocino, Nevada, and Sonoma), and participating charter and private schools within the regional consortium and SELPA Charters. The program has established university partnerships (Humboldt State University, Sonoma State University, Dominican University, and University of San Francisco). As the intermediate unit between regional school districts, county offices and the California Department of Education, SCOE is uniquely situated to identify emerging educational needs and to develop and disseminate sound educational practices and programs.

The North Coast School of Education is distinctly positioned to provide support to North Coast Teacher Induction Program (CTIP) General Education teachers, Designated Subject teachers and Education Specialists within the region. All programs are supported by credential services within SCOE's Human Resources Department.

The departments and services of the Sonoma County Office of Education, listed below, are designed to improve instruction and achievement across the county, meet legal mandates, help districts operate cost-effectively, and bring increased educational resources to the region:

- Alternative Education/Student Support
- Business Services
- Career Technical Education
- Education Support Services
- Human Resources
- North Coast School of Education
- Special Education

Sonoma County is divided into 40 school districts for kindergarten through twelfth-grade (K-12) educational services. There are 31 elementary, 3 high school, and 6 unified districts. Unified districts operate both elementary and secondary schools for the students residing within their boundaries. The county's school districts vary in size, serving both rural and urban areas.

As a partner to Sonoma County's 40 districts, SCOE provides services and oversight that helps districts serve roughly 71,000 students by offering service and support to help districts meet legal mandates, to operate cost-effectively, and to raise student achievement. SCOE also provides fiscal oversight to districts, offers schools and services for special education and alternative education students who are not enrolled at district sites, has a Career Technical Education (CTE) department that helps districts prepare their students for college and career, and provides ongoing professional development for teachers and administrators.

SCOE also partners with several local universities in Sonoma County to provide continuing educational growth opportunities dedicated to the ongoing reflection and practice of life-long

teacher development. Sonoma County represents a range of cultural backgrounds of students, teachers, administrators, and support staff.

SCOE serves as the Lead Education Agency (LEA) for our Commission-approved professional preparation programs housed under the North Coast School of Education (NCSOE) to provide programs and services for teachers and aspiring administrators. Founded in 2015, NCSOE is housed within SCOE, which has offered a California Teacher Induction Program (CTIP) - formerly Beginning Teacher Support and Assessment (BTSA) - throughout Region One since 1995, a Clear Administrative Services Credential Program, and its newly established **“Be A Teacher”** Intern Programs.

As the professional preparation program for the region, program and credential services are provided to districts within the consortium for twelve (12) Commission-approved professional preparation programs and one (1) service credential program:

Type of Preparation	Program Name	Program Level	Delivery Model	Location	Current Enrollment	Completers 2015-16
Elementary	Multiple Subject	Preliminary	Intern	Main Campus	N/A, program approved in 2016	
Secondary	Single Subject: Agriculture	Preliminary	Intern	Main Campus		
	Single Subject: Art	Preliminary	Intern	Main Campus		
	Single Subject: Business	Preliminary	Intern	Main Campus		
	Single Subject: English	Preliminary	Intern	Main Campus		
	Single Subject: Foundational –Level General Science	Preliminary	Intern	Main Campus		
	Single Subject: Foundational-Level Mathematics	Preliminary	Intern	Main Campus		
	Single Subject: Health Science	Preliminary	Intern	Main Campus		
	Single Subject: Home Economics	Preliminary	Intern	Main Campus		
	Single Subject: Industrial & Technology Education	Preliminary	Intern	Main Campus		
	Single Subject: Mathematics	Preliminary	Intern	Main Campus		
	Single Subject: Music	Preliminary	Intern	Main Campus		
	Single Subject: Physical Education	Preliminary	Intern	Main Campus		
	Single Subject: Science: General Science	Preliminary	Intern	Main Campus		
	Single Subject: Biological Sciences	Preliminary	Intern	Main Campus		
	Single Subject: Science: Chemistry	Preliminary	Intern	Main Campus		
	Single Subject: Science: Geosciences	Preliminary	Intern	Main Campus		
	Single Subject: Science: Physics	Preliminary	Intern	Main Campus		
	Single Subject: Social Science	Preliminary	Intern	Main Campus		
	Single Subject: World Languages: English Language Development	Preliminary	Intern	Main Campus		
Special Education	Education Specialist: Mild/Moderate	Preliminary	Intern	Main Campus		
Designated Subjects Teaching	Career Technical Education (CTE)	Preliminary		Main Campus	27	17
	Adult Education (AE)	Preliminary		Main Campus	2	2
Clear Teaching Credentials	Education Specialist	Clear	Traditional	Main Campus	51	35
	Educational Specialist – Level II			Main Campus	10	13
	Multiple Subject	Clear	Traditional	Main Campus	350	207
	Single Subject	Clear	Traditional	Main Campus	253	127
Clear Designated Subjects Teaching	Adult Education (AE)	Clear	Traditional	Main Campus	7	5
	Career Technical Education (CTE)	Clear	Traditional	Main Campus	52	8
	Special Subjects (Drivers Training)		Traditional	Main Campus	0	0
	Supervision and Coordination		Traditional	Main Campus	0	0
Services Credential	Administrative Services	Clear	Traditional	Main Campus	54	N/A, prog. approved in 2015-16

The primary mission of NCSOE is to develop a workforce of teachers and school leaders who engage in research-based practices, understand the importance of preparing students for college and career readiness and have 21st century skills to develop and implement innovative methods and ideas in the classroom and school. NCSOE exemplifies the notion that learning is creative, rigorous, relevant and relationship-driven, and incorporates inquiry and reflection in ongoing professional growth.

The vision of NCSOE is to provide a quality development and support system through a clear plan for success that leads to caring, competent, and highly-qualified teachers in every classroom. Through a deep commitment to reflective teaching and learning, the professional preparation experience will be the most innovative educator preparation program in our region.

The philosophy of the NCSOE is the belief that specially-designed professional learning includes coaching, mentoring, inquiry, and reflection that provides the guidance and training needed to prepare educators for 21<sup>st</sup>-century teaching and learning.

## General Institutional Preconditions Established by the Commission

*General Statement Applicable to all Preconditions for all Educator Preparation Programs*

Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program), each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions. Following is a description of how the SCOE and NCSOE will adhere to the specified preconditions.

### **(1) Accreditation and Academic Credit.** The program(s) must be operated by

- (a) **Institutions of higher education:** A college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.
- (b) **School districts or other non-regionally accredited entities:** The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

### **(2) Enrollment and Completion.** Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; **or**
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization. In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

### **Program Response:**

The Sonoma County Office of Education (SCOE) is an approved Local Education Agency (LEA) for the North Coast School of Education (NCSOE) with the California Commission on Teacher Credentialing (CCTC). NCSOE provides professional preparation programs for the region and provides credential services to districts within the consortium for the following credentials:

- a. Multiple Subject Clear Credential – Preliminary and Clear
- b. Single Subject Clear Credential – Preliminary and Clear
- c. Education Specialist Clear Credential – Preliminary and Clear
- d. Designated Subjects – Preliminary and Clear

Once a candidate is accepted and enrolls into a SCOE professional educator preparation program, SCOE offers the program, meeting the adopted standards, until the candidate (a.) completes the program; (b.) withdraws from the program; (c.) is dropped from the program based on established

criteria; or (d.) is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, a teach-out plan, including an individual transition plan and information on accessing student records, would be developed for each candidate/graduate.

#### Attachments 1-5

- Verification of Agreement to Program Sponsorship and Commission Assurances
- Letter of Need/Support
- Administrative Flowchart
- Candidate Checklist-District Intern Program
- Course Flowchart/Checklist

**(3) Responsibility and Authority.** To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

#### **Program Response:**

County Superintendent of Schools, Steven D. Herrington, Ph.D., Sonoma County Office of Education, is the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

#### Attachment 3

- Administrative Flowchart

- (b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.

- (c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

#### **Program Response:**

Each County Office of Education employs Credential Technicians who have authority and responsibility for credential advisement. Nicole Rosaschi, Division Department Administrative Specialist-Credentials, reports directly to Sherry Navarro, Division Department Administrative Specialist who in turn reports directly to Karen Ricketts, Executive Director, who reports directly to Michael Juric, Ed.D., Assistant Superintendent who reports directly to Steven D. Herrington, Ph.D., Superintendent of Schools for Sonoma County Office of Education. These are direct reporting relationships. Duties that include credential recommendations are provided solely by persons who



are current employees of the regional program housed at SCOE.

#### Attachment 3

- Administrative Flowchart

- (4) Lawful Practices.** To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

#### Program Response:

SCOE serves as the LEA for the NCSOE. SCOE is governed by Board policies set forth by the state of California. The Human Resources Department and a Personnel Commission provide all required institutional oversight for all programs. SCOE makes all personnel decisions without unlawful discrimination, including decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

#### Attachment 6

- [Superintendent's Policy 4030 on Nondiscrimination in Employment](#)

- (5) Commission Assurances.** To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

#### Program Response:

Sonoma County Office of Education assures that each professional preparation program will (a) fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

#### Attachment 1

- Verification of Agreement to Program Sponsorship and Commission Assurances

- (6) Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

**Program Response:**

Sonoma County Office of Education identifies Sherry Navarro, Division Department Administrative Specialist, Sonoma County Office of Education, North Coast School of Education, to be responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

- (7) Veracity in all Claims and Documentation Submitted.** To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

**Program Response:**

Sonoma County Office of Education positively affirms the veracity of all statements and documentation submitted to the Commission.

Attachment 1

- Verification of Agreement to Program Sponsorship and Commission Assurances

- (8) Grievance Process.** To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.

**Program Response:**

The Sonoma County Office of Education Board has a clearly delineated grievance process for candidates and applicants. The grievance process information is accessible to all candidates and applicants via the website and in written documents. SCOE verifies that candidates and applicants have been informed of the grievance process and that the process is followed. Documentation of following the grievance process is available upon request.

Attachment 7

- [The SCOE Uniform Complaint Process](#)

- (9) Faculty and Instructional Personnel Participation.** All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. *Reference: Education Code Section 44227.5 (a) and (b).*

**Program Response:**

This precondition does not apply to LEA sponsors of credentialing programs in California.

- (10) Communication and Information.** To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

**Program Response:**

Sonoma County Office of Education provides easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs. Information is accessible to the public, prospective educators, applicants, and all enrolled candidates through online program overviews/course catalogs/handbooks and documents.

Attachments 9, 10

- [Be a Teacher Intern Program Overview/Handbook](#)
- [NCTIP Course Catalog](#)

- (11) Student Records Management, Access, and Security.** To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy. Institutions will provide verification that:

- (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

**Program Response:**

Sonoma County Office of Education maintains and retains student records in accordance with SCOE's record retention policy that provides verification that (a) candidates and graduates have access to and can be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion; (b) all candidate records are maintained at SCOE on paper and/or digitally; and (c) records are kept securely in locked cabinets and/or on a secure server located in a room not accessible by the public.

Attachment 11

- [SCOE Record Retention Policy](#)

**(12) Disclosure.** Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.

**Program Response:**

Sonoma County Office of Education discloses information regarding any outside organizations that provide any direct educational services as all or part of the SCOE educator preparation programs, and identifies the type of services these outside organization will provide.

## Preconditions for Internship Programs / Preliminary Programs

### INTERNSHIP PROGRAMS

- (1) Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.  
[\*Reference: Education Code Sections 44325, 44326, 44453.\*](#)

#### **Program Response:**

Admissions to the Sonoma County Office of Education, North Coast School of Education, “Be A Teacher” Intern Program requires candidates to demonstrate proof/official transcript of holding a baccalaureate degree or higher from a regionally accredited institution of higher education.

Attachment 4

- Admissions Policy Checklist

- (2) Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject area(s) in which the Intern is authorized to teach.  
[\*Reference: Education Code Section 44325\(c\) \(3\).\*](#)

#### **Program Response:**

Admissions to the Sonoma County Office of Education, North Coast School of Education, “Be A Teacher” Intern Program requires candidates to demonstrate proof of passing the Commission-approved subject matter examination(s) corresponding to the subject matter or to have completed the subject matter program for the subject area(s) in which the Intern is authorized to teach.

Attachment 4

- Admissions Policy Checklist

### **(3) Pre-Service Requirement.**

- (a) Each Multiple Subject/Single Subject Internship program must include a minimum of 120 clock hours (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to [California Code of Regulations §80033.](#)

#### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education operates the “Be A Teacher” Intern Program for Multiple Subject, Single Subject and Education Specialist teaching credential candidates in compliance with the Pre-Service requirements set forth by the Commission and [California Code of Regulations §80033.](#)

- (b) Each Education Specialist Internship program includes a minimum of 120-clock hour (or the semester or quarter unit equivalent) pre-service component, which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

#### **Program Response:**

The Pre-Service Program consists of seven courses that exceed the 120-hour program requirement. The Pre-Service Program includes foundational preparation in Curriculum and Instruction including specific pedagogy, Classroom Management & Planning, Reading/Language Arts, Teaching English Learners, and Human Development. All requirements must be successfully completed by candidates prior to the issuance of an Intern Credential and being employed as a teacher intern.

#### **Attachments 12-14**

- Course Syllabus
- Course Sequence and Requirements
- Framework for Teaching Pre-service Courses

**(4) Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

- (a) Provisions for an annual evaluation of the intern.
- (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
- (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

#### **Program Response:**

In the Sonoma County Office of Education, North Coast School of Education, a Professional Development (Learning) Plan and Memorandum of Understanding (MOU) have been developed and will be implemented for each intern in consultation with the employing district. The plan and the MOU includes but is not limited to the following:

- Provisions for an annual evaluation of the intern.
- A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service.
- Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities. This is included in the CURR112 Physiology of Learning pre-service course.

Instruction will be provided during the first year of service for interns teaching children in bilingual classes. This instruction will address the culture and methods of teaching bilingual children. When there are students with mild or moderate disabilities in the class then instruction will be provided in the etiology and methods of teaching children with mild and moderate disabilities.

Attachments 15-17

- Professional Development Plan
- Memorandum of Understanding (MOU)
- TPE Evaluation and Improvement Plan Forms

## **(5) Supervision of Interns**

- (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

### **Program Response:**

The North Coast School of Education operates the “Be A Teacher” Intern Program for Multiple Subject teaching credential candidates pursuant to California Code of Regulations §80033. All entities have agreed to work as a partner to provide candidates with 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033. A Memorandum of Understanding clearly defines all parameters for support and supervision among all partners.

Attachments 16, 18

- Memorandum of Understanding (MOU)
- Support and Supervision Log for Interns

## **(6) Supervision of Interns continued...**

- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. [Reference: Education Code Section 44462](#). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

### **Program Response:**

This is not applicable since NCSOE is not a University Intern Program.

- (7) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. [Reference: Education Code Section 44454](#). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). [Reference: Education Code Section 44458](#)



**Program Response:**

The Sonoma County Office of Education, North Coast School of Education operates the “Be A Teacher” Intern Program for Multiple Subjects, Single Subject, and Education Specialist teaching credential candidates pursuant to [Education Code Section 44454](#) and [44458](#).

Sonoma County Office of Education authorizes the candidates in the internship program to assume the functions that are authorized by the regular standard credential. The program assumes responsibility to prepare and assure all Interns’ services will meet the instructional or service needs of the participating district(s) with the primary objective being to increase the effectiveness of the intern in the classroom.

**(8) Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. [Reference: Education Code Sections 44321 and 44452.](#)

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education “Be A Teacher” Intern Program is a joint project of participating public school districts and County Offices of Education and has been submitted to the Commission for approval. Participating districts include public schools in Sonoma, Mendocino, Lake, Nevada, Del Norte and Humboldt Counties and charter schools served by the SCOE SELPA. The program agrees to participate in the accreditation cycle, which includes periodic review by the Commission. The specific credential involved is a Multiple Subject Credential, Single Subject Credential, and Education Specialist credential.

**(9) Early Program Completion Option. (Does not apply to an Education Specialist intern program).** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
  - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
  - Techniques to address learning differences, including working with students with special needs
  - Techniques to address working with English learners to provide access to the curriculum
  - Reading instruction in accordance with state standards
  - Assessment of student progress based on the state content and performance standards
  - Classroom management techniques
  - Methods of teaching the subject fields

- (b) Pass the teaching performance assessment. This assessment may be taken only one time



by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

(e) An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. [Reference: Education Code Section 44468.](#)

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education “Be A Teacher” Intern Program offers the opportunity for an Early Program Completion Option to candidates who qualify. The Early Completion Option (ECO) is intended to provide individuals who have requisite skills and knowledge with an opportunity to challenge the coursework portion of the Multiple Subject Intern Program/Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. This option is made available to all Multiple Subject/Single Subjects interns who meet the following requirements:

(a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations as well as all of the following:

1. Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
2. Techniques to address learning differences, including working with students with special needs
3. Techniques to address working with English learners to provide access to the curriculum
4. Reading instruction in accordance with state standards
5. Assessment of student progress based on state content standards
6. Classroom management techniques
7. Methods of teaching the subject fields

(b) Pass the teaching performance assessment. An intern participating in the early completion option may take this assessment only one time

(c) Pass the [Reading Instruction Competence Assessment \(RICA\)](#) (Multiple Subject Credential only.)

(d) Meet the requirements for teacher fitness

Candidates will be encouraged to review the Early Completion Option at:

<http://www.ctc.ca.gov/notices/coded/2013/1313.pdf>

Attachment 19

- Early Completion Option Policy

**(10) Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject and a specialist credential to teach students with mild/moderate disabilities. [Reference: Education Code Section 44325 \(b\).](#)

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education “Be A Teacher” Intern Program operates pursuant to Commission regulations and [Education Code Section 44325 \(b\)](#) in terms of length and validity for Intern Certificates.

Admission to the “Be A Teacher” Intern Program requires that candidates identify the teaching credential being completed through participation in the program.

Attachment 4

- Admissions Policy Checklist

**(11) Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

**Program Response:**

A Memorandum of Understanding (MOU) is in place between the Sonoma County Office of Education, North Coast School of Education “Be A Teacher” Intern Program and partnering districts. This MOU certifies that interns do not displace certificated employees in participating districts.

Attachment 16

- Memorandum of Understanding (MOU)

**(12) Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education “Be A Teacher” Intern Program is being implemented to meet employment shortages. A written statement of justification has been submitted to the Committee on Accreditation from participating districts/counties(s) about the limited availability of qualified certificated persons holding multiple subject teaching credentials. Note: There is no exclusive representative of certificated employees in the credential area.

The North Coast School of Education “Be A Teacher” Intern Program operates pursuant to Commission regulations and [Education Code Section 44325 \(c\) \(4\)](#).

**(13) Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Cross-cultural Language and Academic Development Certificate. [\*Reference: Education Code Section 44325 \(c\) \(4\).\*](#)

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education “Be A Teacher” Intern Program verifies that each intern who is authorized to teach in a bilingual classroom has passed the language proficiency subtest of the Commission- approved assessment program leading to the Bilingual Cross-cultural Language and Academic Development Certificate (BCLAD).

**GENERAL EDUCATION (MULTIPLE AND SINGLE SUBJECT) PRELIMINARY PROGRAMS**

**(1) Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. [\*Reference: Education Code Section 44259 \(a\) and \(b\) \(3\).\*](#)

*Clarification of Program Precondition 1*

*Individually Prescribed Courses.* Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission’s standards of candidate competence and performance by completing the regular professional preparation program.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, “Be A Teacher” Intern program coursework is equivalent to no more than two years of full-time study, however this limitation does not apply to professional preparation teaching internship programs.

Attachment 11

- Be a Teacher Intern Program Overview/Handbook

**(2) Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. [\*Reference: Education Code Section 44320 \(a\).\*](#)

#### *Clarification of Program Precondition 2*

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

#### **Program Response:**

A Student Teaching Prerequisite is not required for acceptance into the Sonoma County Office of Education, North Coast School of Education, “Be A Teacher” Intern Program. Coursework includes four units of Practicum Supervision with embedded activities over the two-year program.

Attachment 9

- [Be a Teacher Intern Program Overview/Handbook](#)

- (3) English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Section 44259 \(b\) and 44259.5.](#)

#### **Program Response:**

Sonoma County Office of Education requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. The Framework for Teaching pre-service course, ELL116 Teaching English Learners requires candidates to demonstrate knowledge of how to address the needs of English learners. As part of the intern credential coursework, CURR252 Instructional Strategies for English Language Learners provides candidates with an in depth inquiry on how to address the unique needs of learners, including English learners. Intern candidates who do not have a valid English learner authorization, CLAD Certificate, bilingual authorization or passing score on the CTEL examination shall participate in at least 45 hours of support, mentoring and supervision per school year that is specific to the needs of English learners over the first two semesters of the intern credential program.

Attachment 20, 21

- Course Syllabus ELL116
- Course Syllabus CURR252

- (4) Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. [Reference: Education Code Section 44320 \(a\).](#)

#### *Clarification of Program Precondition 4*

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

**Program Response:**

Not applicable; Sonoma County Office of Education is not a campus of the California State University or the University of California systems and are therefore exempt from this requirement.

Teacher interns entering the program with all prerequisites met complete coursework in two years while serving as the “teacher of record” in the classroom.

**(5) Program Admission.** The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. [\*Reference: Education Code Sections 44227 \(a\).\*](#)

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

**Program Response:**

Sonoma County Office of Education operates program admission practices and assesses each candidate in relation to required subject matter preparation during the admissions process, and admits only those candidates who meet at least one of the requirements. Academic advisors verify that each candidate provides evidence of at least one of the following criteria: (a) having passed the appropriate subject matter examination(s); (b) having attempted the appropriate subject matter examinations(s); (c) registration for the next scheduled examination; (d) having completed a Commission approved the appropriate subject matter preparation program; (e) continuous progress toward meeting the subject matter requirement; or (f) enrollment in an organized subject matter examination preparation program. Only candidates who meet one of the criteria under Education Code Section 44227 (a) are admitted to the program. Candidates provide the information to SCOE on the NCSOE Initial Program Plan/Program Application.

Attachments 4, 9

- NCSOE Initial Program Plan/Checklist
- [Be a Teacher Intern Program Overview/Handbook](#)

**(6) Subject Matter Proficiency.** The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. [\*Reference: Education Code Sections 44259 \(b\) \(5\).\*](#)

- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).
- For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

#### **Program Response:**

The Sonoma County Office of Education determines that each candidate meets the subject matter requirement prior to intern candidates being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Academic advisors assure that candidates in the Multiple Subjects program provide evidence of having passed the appropriate subject matter examination(s), and candidates in the Single Subject program provide evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

#### **Attachment 4**

- NCSOE Initial Program Plan/Checklist

**(7) Completion of Requirements.** A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [\*Reference: Education Code Sections 44259 \(b\) and 44283 \(b\) \(8\).\*](#)

- Possession of baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) for Multiple Subject candidate(s).

#### **Program Response:**

The Sonoma County Office of Education determines, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: (a) possession of baccalaureate or higher degree other than in professional education from a regionally accredited institution; (b) completion of Basic Skills Requirement; (c) completion



of an accredited professional preparation program; (d) completion of the subject matter requirement; (e) demonstration of knowledge of the principles and provisions of the Constitution of the United States; (f) passage of the Teaching Performance Assessment; and/or (g) Passage of the Reading Instruction Competence Assessment (RICA) for Multiple Subject candidate(s).

#### Attachment 4

- Admissions Policy Checklist/Program Plan

### **EDUCATION SPECIALIST PRELIMINARY PROGRAMS**

**(1) English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.

*[Reference: Education Code Section 44259 \(b\) and 44259.5.](#)*

#### **Program Response:**

The Sonoma County Office of Education requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. One of the pre-service courses for the intern credential program addresses how to address the needs of English learners. As part of the intern credential coursework, candidates will learn how to address the unique needs of learners, including English learners. Intern candidates who do not have a valid English learner authorization, CLAD certificate, bilingual authorization, or passing score on the CTEL examination shall participate in at least 45 hours of support mentoring and supervision per school year that is specific to the needs of English learners over the first two semesters of the intern credential program.

#### Attachment 21, 18

- Course Syllabus CURR252
- Intern Support & Supervision Log

**(2) Program Admission.** The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *[Reference: Education Code Sections 44227 \(a\).](#)*

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject

matter requirement.

- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

### **Program Response:**

The Sonoma County Office of Education assesses each candidate in relation to required subject matter preparation during the admissions process, and admits only those candidates who meet at least one of the requirements. Academic advisors verify that each candidate provides evidence of at least one of the following criteria: (a) having passed the appropriate subject matter examination(s); (b) having attempted the appropriate subject matter examinations(s); (c) registration for the next scheduled examination; (d) having completed a Commission approved the appropriate subject matter preparation program; (e) continuous progress toward meeting the subject matter requirement; or (f) enrollment in an organized subject matter examination preparation program. The North Coast School of Education operates program admission practices that include advisement and assessment of each candidate's standing in relation to required subject matter preparation during admissions process. Only candidates who meet one of the criteria under Education Code Section 44227 (a) are admitted to the program.

Attachment 9

- [Overview NCSOE Program Handbook](#)

**(3) Subject Matter Proficiency.** The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. [Reference: Education Code Section 44227](#)

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall

1. Pass the Commission-approved Multiple Subject subject matter examination; or
2. Pass a Commission-approved subject matter examination in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

- (a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination



approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)

- (b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.
- (c) Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education operates the “Be A Teacher” Intern Program for Education Specialist teaching credential candidates in compliance with subject matter proficiency requirements, including but not limited to Education Code Sections 44227.

NCSOE determines that each candidate meets the subject matter requirement prior to intern candidates being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Academic advisors assure that candidates demonstrate subject matter competence for an Education Specialist teaching credential (except for the Early Childhood Special Education credential) by providing evidence of: (a) the passage the Commission-approved Multiple Subject subject matter examination; or (b) the passage of Commission-approved subject matter examination in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or (c) the completion of a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or (d) verification that the candidate holds a California general education teaching credential, in any subject.

In addition, academic advisors assure that Education Specialists, who for employment reasons have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111, provide evidence of doing so according to the following requirements: (a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, academic advisors assure that Education Specialists meet subject matter competence by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.); (b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, academic advisors assure that Education Specialists meet subject matter competence by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics,

music, social science, or science including foundational-level general science and specialized science. Competence may be demonstrated by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent; (c) For those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam), academic advisors assure that Education Specialists meet subject matter competence through the same method as elementary teachers in (a) above.

#### Attachment 4

- Candidate Checklist/District Intern Program Plan

**(4) Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44225\(a\), 44227, and 44283.2\(a\).](#)

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement  
Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates [Section 44283.2\(b\).](#)]

#### Program Response:

The Sonoma County Office of Education determines, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: (a) possession of baccalaureate or higher degree other than in professional education from a regionally accredited institution; (b) completion of Basic Skills Requirement; (c) completion of an accredited professional preparation program; (d) completion of the subject matter requirement; (e) demonstration of knowledge of the principles and provisions of the Constitution of the United States; (f) passage of the Reading Instruction Competence Assessment (RICA) for Multiple Subject candidate(s) (unless they are Early Childhood Special Education Credential candidates to which this last requirement does not apply).

#### Attachment 4

- Candidate Checklist/District Intern Program Plan

## Preconditions for Induction and Clear Programs

### TEACHER EDUCATION INDUCTION PROGRAMS

- (1) Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

#### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, provides a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. Details of the program are provided annually on the website in the NCTIP Course Catalog and in the NCTIP Advisement Form.

Attachments 10, 22

- [Overview NCTIP Course Catalog](#)
- NCTIP Advisement Form

- (2) The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

#### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, assigns mentors to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment. NCSOE ensures that all Mentors hold a valid California teaching credential, or have equivalent professional background and experience. These and additional qualifications are shared annually with site leaders and administrators as well as prospective Mentors in the program's Mentor Roles and Responsibilities and Mentor Application documents posted on the website. Each participant's possession of these qualifications is verified during the Mentor selection process.

Attachments 23-24

- Mentor Roles and Responsibilities
- Mentor Application

- (3) Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

#### **Program Response:**

Sonoma County Office of Education, North Coast School of Education, assures that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. Responsibilities regarding time

are outlined in Roles and Responsibilities that are provided on an annual basis to participants, and candidates record the time spent in individualized support/mentoring as part of their inquiry submissions and evidence of completion.

Attachments 25, 26, 23

- Candidate Roles and Responsibilities
- Reflective Conversation Log
- Mentor Roles and Responsibilities

**(4)** Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, ensures that goals for each participating teacher are developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program as outlined in the Candidate Roles and Responsibilities that participants agree to prior to starting in the program. The development of the written Individual Learning Plan (ILP) may include a maximum of 12 semester units of coursework over a two-year period, 180 hours of professional growth or a combination of coursework and professional growth, developed in consultation with the candidate, mentor, employer and program sponsor.

Attachments 25, 27

- Candidate Roles and Responsibilities
- Individual Learning Plan (ILP)

**(5)** The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, assures that the Individual Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes. Through district and site meetings and communication, as well as the Administrative Guidelines for ILP Consultation document posted on the website, participants and those who support them are notified of this requirement.

Attachment 28

- Administrative Guidelines for ILP Consultation

**(6)** An Induction Program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, makes available and advises participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria. Candidates are advised of the option in the program Course Catalog reviewed, revised as needed, and posted annually to the program’s website.

Attachments 10, 29

- Overview NCTIP Course Catalog
- Early Completion Option Policy-Induction

**EDUCATION SPECIALIST CLEAR PROGRAMS**

- (1) A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, verifies that each candidate possesses a valid Preliminary Education Specialist Credential prior to admission into the program through the use of the Credential Intake Form and the Advisement Form posted annually on the website for districts and their human resources departments. In addition, program specialist staff confirm credentials with the Commission on Teacher Credentialing upon participant registration into NCSOE.

Attachment 22

- NCTIP Advisement Form

- (2) A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, ensures that goals for each Clear Education Specialist Credential candidate are developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program as outlined in the Candidate Roles and Responsibilities that participants agree to prior to starting in the program. The development of the written Individual Learning Plan (ILP) may include a maximum of 12 semester units of coursework over a two-year period, 180 hours of professional growth or a combination of coursework and professional growth, developed in consultation with the candidate, mentor, employer and program sponsor.

Attachments 25

- Candidate Roles and Responsibilities

- (3) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate's teacher support provider/mentor holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a mentor must be someone other than the teacher's supervisor or principal.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, assigns support providers/mentors to each Clear Education Specialist Credential candidate within the first 30 days of the participant's enrollment in the program, matching the support provider/mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment. NCSOE ensures that all mentors hold a valid California teaching credential, or have equivalent professional background and experience, and are someone other than the candidate's supervisor or principal. These and additional qualifications are shared annually with site leaders and administrators as well as prospective mentors in the program's Mentor Roles and Responsibilities and Mentor Application documents posted on the website. Each participant's possession of these qualifications is verified during the mentor selection process.

Attachments 23, 24

- Mentor Roles and Responsibilities
- Mentor Application

- (4) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, assigns support providers/mentors to each Clear Education Specialist Credential candidate within the first 30 days of the participant's enrollment in the program so the candidate and the mentor can begin to develop an ILP for the support and development of each beginning teacher.

Attachment 30

- District Roles and Responsibilities

- (5) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, ensures that goals for each Clear Education Specialist Credential candidate are developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's employment/enrollment.

Requirements are outlined in the Candidate Roles and Responsibilities that participants agree to prior to starting in the program.

Attachment 25

- Candidate Roles and Responsibilities

- (6) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, ensures that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Learning Plan (ILP), so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7. Candidates, mentors, and the employer/site administrator meet within 60 days of enrollment into the program to develop job-embedded goals that demonstrate effective teaching through inquiry actions and reflection. Signatures verify that goals have been developed collaboratively in an educational setting that is mutually acceptable to the parties.

Attachment 27

- Individual Learning Plan



## Preconditions for Designated Subjects Teaching Credentials

### DESIGNATED SUBJECTS ADULT EDUCATION

(1) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Adult Education Teaching Credentials means any of the following categories of agencies:

- (a) A California public school or consortium of school districts;
- (b) A California county superintendent of schools office;
- (c) A California regional occupational program or center;
- (d) A California State Agency;
- (e) A Commission-approved teacher preparation institution.

*Source: California Administrative Code, Title 5, Education, Section 80034(c)*

#### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, is a program that is developed, submitted and implemented as (b), a California county superintendent of schools office.

(2) A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.

The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. *Source: California Administrative Code, Title 5, Education, Section 80040.*

#### **Program Response:**

The Sonoma County Office of Education, in collaboration with the North Coast School of Education (NCSOE) – Designated Subjects Vocational Education, was initially approved to recommend candidates for Adult Education credentials in July 1998. Mendocino County Office of Education (MCOE) served as the approved LEA until January 2010. SCOE was approved as the LEA to recommend candidates for Adult Education in April 2013. Letters verifying approval can be found in Appendix Folder Preconditions 1a and Preconditions 1b.

The NCSOE Designated Subjects credential programs became a part of the CCTC accreditation process in 2010 and a Biennial Report was approved under in October 2012.

#### Attachment 31

- Preconditions 1a and Preconditions 1b



- (3) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
  - (b) include assurances that
    - (i) the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and
    - (ii) that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

*Source: Commission adopted policy*

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, has demonstrated, upon initial program approval, that the program fulfills all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, included assurances that the LEA cooperates in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and responds to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. These conditions were also addressed and continue to be met under the newly-approved standards. The Sonoma County Office of Education will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and will comply with all evaluation process set forth by CCTC, including the Accreditation Review cycle. SCOE has responded to any and all data requests made by CCTC.

- (4) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the *Commission*.  
*Source: Commission adopted policy*

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, has and will continue to respond to any and all data requests made by Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

## **DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION**

- (1) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Adult Education Teaching Credentials means any of the following categories of agencies:
- (a) A California public school or consortium of school districts;
  - (b) A California county superintendent of schools office;
  - (c) A California regional occupational program or center;
  - (d) A California State Agency;
  - (e) A Commission-approved teacher preparation institution.

*Source: California Administrative Code, Title 5, Education, Section 80034(c)*

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, is a program that is developed, submitted and implemented as (b), a California county superintendent of schools office.

- (2) A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.

The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met.

*Source: California Administrative Code, Title 5, Education, Section 80040*

### **Program Response:**

The Sonoma County Office of Education, in collaboration with the North Coast School of Education (NCSOE) – Designated Subjects Vocational Education, was initially approved to recommend candidates for Career Technical Education (CTE) credentials in July 1998. Mendocino County Office of Education (MCOE) served as the approved LEA until January 2010. SCOE was approved as the LEA to recommend candidates for CTE in June of 2010. Letters verifying approval can be found in Appendix Folder Preconditions 1a and Preconditions 1b.

The NCSOE Designated Subjects credential programs became a part of the CCTC accreditation process in 2010 and a Biennial Report was approved in October 2012.

Attachment 31

- Preconditions 1a and Preconditions 1b

- (3) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
  - (b) include assurances that
    - (i) the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and
    - (ii) that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

*Source: Commission adopted policy*

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, has demonstrated, upon initial program approval, that the program fulfills all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, included assurances that the LEA cooperates in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and responds to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. These conditions were also addressed and continue to be met under the newly-approved standards. The Sonoma County Office of Education will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and will comply with all evaluation process set forth by CCTC, including the Accreditation Review cycle. SCOE has responded to any and all data requests made by CCTC.

- (4) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the *Commission*.
- Source: Commission adopted policy*

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, has and will continue to respond to any and all data requests made by Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

## **DESIGNATED SUBJECTS SUPERVISION AND COORDINATION**

- (1) Possession of Pre-Requisite Credential** – Each candidate possesses a Level II Designated Subjects Adult Education or Vocational Education Credential before admission to the program.

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, requires that each Designated Subjects: Supervision and Coordination candidate possess a valid Level II Designated Subjects Adult Education or Vocational Education Credential before admission to the program. Candidates are required to submit evidence of such a credential; program specialists verify credentials online via the California Commission on Teacher Credentialing.

- (2) Minimum Length of Program** – Each program for the Supervision and Coordination Authorization is a minimum of 6 semester units or 90 clock hours.

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, requires candidates completing the Supervision and Coordination Authorization to complete a minimum of 6 semester units or 90 clock hours per the requirements of the Designated Subjects Supervision and Coordination Credential ([Designated Subjects Supervision and Coordination Credentials, CL-700](#)).

- (3) Sponsor Requirements** – Each program sponsor for the Supervision and Coordination Authorization is already approved for the Designated Subjects Adult Education or Vocational Education Credential.

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, is approved for the Designated Subjects Adult Education or Vocational Education Credential.

## **DESIGNATED SUBJECTS SPECIAL SUBJECTS- DRIVERS TRAINING**

- (1) To be granted preliminary approval or continued approval by the Commission, a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training shall include 12 semester hours, or 180 clock hours, of subject matter course work and/or staff development work in driver education and training.

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, verifies that Designated Subjects Special Subjects Teaching Credential candidates possess the appropriate license, complete the appropriate course work, or obtain the recommendation of the appropriate agency for certification /training that includes 12 semester hours, or 180 clock hours, of subject matter course work and/or staff development work in driver education and training. Candidates must meet the requirements as provided by the California Commission on Teacher Credentialing for the Designated Subjects Special Subjects Teaching Credential ([Designated Subjects Special Subjects Teaching Credentials CL-699](#)).

- (2) To be granted preliminary approval or continued approval by the Commission as a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training, the program must be developed, submitted and implemented by a Local Education Agency (LEA). An LEA, as it applies to subject matter programs in driver education and training, means any of the following categories of agencies:
- (a) A California public school district or consortium of school districts;
  - (b) A California county superintendent of schools office;
  - (c) A California regional occupational program or center;
  - (d) A California State Agency;
  - (e) A Commission-approved teacher preparation institution.

### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, is a program that is developed, submitted and implemented as (b), a California county superintendent of schools office.

- (3) An LEA desiring to develop a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training shall file with the Commission a request for preliminary approval or continued approval, signed by the Chief Administrative Officer of the agency or each agency constituting the LEA. This request shall include a complete description of how the program will meet all requirements, including each standard of program quality and effectiveness adopted by the Commission, with a particular focus upon how the LEA proposes to assure that students will acquire the competencies, skills and knowledge required.

### **Program Response:**

The Sonoma County Office of Education, in collaboration with the North Coast School of Education (NCSOE) – Designated Subjects Vocational Education, was initially approved to recommend candidates for Career Technical Education (CTE) credentials in July 1998. Mendocino County Office of Education (MCOE) served as the approved LEA until January 2010. SCOE was approved

as the LEA to recommend candidates for CTE in June of 2010. Letters verifying approval can be found in Appendix Folder Preconditions 1a and Preconditions 1 b.

The NCSOE Designated Subjects credential programs became a part of the CCTC accreditation process in 2010 and a Biennial Report was approved under in October 2012.

Attachment 31

- Preconditions 1a and Preconditions 1b

- (4) The Commission will approve a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training after a review of the request, when such request reflects that the program submitted by the LEA meets the requirements and standards. Programs will be monitored by the Commission to determine if the requirements and standards are continuing to be met.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, assures that the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training meets requirements and standards and works in partnership with the Commission to be monitored by the Commission to determine if the requirements and standards are continuing to be met.

- (5) To be granted preliminary approval by the Commission for a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training, the program must:
- (a) Demonstrate that the program will fulfill all of the applicable regulations and standards that have been adopted by the Commission, and
  - (b) Include assurances the LEA will cooperate in an evaluation of the program by an external team or monitoring of the program by a Commission staff member within four years of the initial enrollment of students in the program, and
  - (c) The LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, has demonstrated, upon initial program approval, that the program fulfills all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, included assurances that the LEA cooperates in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and responds to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. These conditions were also addressed and continue to be met under the newly-approved standards. The Sonoma County Office of Education will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and will comply with all evaluation process set forth by the Commission, including the Accreditation Review cycle. SCOE has responded to any and all data requests made by the Commission regarding program enrollments and completions within the time limits specified by the Commission.

## Preconditions for Service Credentials

### ADMINISTRATIVE SERVICES CREDENTIAL CLEAR INDUCTION

- (1) Possess a valid California preliminary Administrative Services Credential. *Education Code section 44270.1(a)(1)* and *Title 5 of the California Code of Regulations section 80054(d)(1)*

#### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, North Coast Administrator Induction Program candidates are admitted into the program if they possess a valid California preliminary Administrative Services Credential.

[Education Code section 44270.1\(a\)\(1\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#).

- (2) Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section [80054\(g\)\(1\)](#). [Education Code section 44270\(a\)\(4\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(6\)](#).

#### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, North Coast Administrator Induction Program requires, as a condition for admittance into the program, verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) through the collection \_\_\_\_\_ of \_\_\_\_\_ CL-777.

[Education Code section 44270\(a\)\(4\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(6\)](#).

#### Attachment 32

- Administrator Verification of Employment

- (3) An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. [Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#).

In addition to the Commission's General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

#### **Program Response:**

The Sonoma County Office of Education, North Coast School of Education, North Coast



Administrator Induction program shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultation amongst the candidate, employer and university representative.

[Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#).

Attachment 33

- Individual Induction Plan (IIP)

- (4) Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1). *Education Code Section 44270.1 (a)(2)* and *Title 5 of the California Code of Regulations section 80054(g)(1) and (g)(2)(B)*

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, North Coast Administrator Induction Program verifies two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1) prior to the recommendation for a Clear Administrative Services Credential.

[Education Code Section 44270.1 \(a\)\(2\)](#) and [Title 5 of the California Code of Regulations section 80054\(g\)\(1\) and \(g\)\(2\)\(B\)](#).

Attachment 32

- Verification of Employment

- (5) Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013). Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(3)(A)

**Program Response:**

The Sonoma County Office of Education, North Coast School of Education, North Coast Administrator Induction Program verifies that candidates have completed all required components of the Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013).

[Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(3\)\(A\)](#).

Attachment 34

- Verification of Completion



## **Attachments**

Attachment 1: Verification of Agreement to Program Sponsorship and Commission Assurances

Attachment 2: Verification of Need/Support

Attachment 3: Administrative Flowchart

Attachment 4: Candidate Checklist-District Intern Program

Attachment 5: Course Flowchart – District Intern Program/Designated Subjects Checklist

Attachment 6: [Superintendent’s Policy 4030 on Nondiscrimination in Employment](#)

Attachment 7: [The SCOE Uniform Complaint Process](#)

Attachment 8: North Coast School of Education Faculty Roles and Responsibilities/Job Description

Attachment 9: [Be a Teacher Intern Program Overview/Handbook](#)

Attachment 10: [Overview NCTIP Course Catalog](#)

Attachment 11: [SCOE Record Retention Policy](#)

Attachment 12: Course Syllabus

Attachment 13: Course Sequence and Requirements

Attachment 14: Framework for Teaching Pre-service Courses

Attachment 15: Professional Development Plan

Attachment 16: Memorandum of Understanding (MOU)

Attachment 17: TPE Evaluation and Improvement Plan Forms

Attachment 18: Support and Supervision Log for Interns

Attachment 19: Intern Early Completion Option Policy

Attachment 20: Syllabus ELL116

Attachment 21: Syllabus CURR252

Attachment 22: NCTIP Advisement Form

Attachment 23: Mentor Roles and Responsibilities

SCOE-NCSOE Preconditions Report - March, 2017

Attachment 24: Mentor Application

Attachment 25: Candidate Roles and Responsibilities

Attachment 26: Reflective Conversation Log

Attachment 27: Individualized Learning Plan (ILP)

Attachment 28: Administrative Guidelines for ILP Consultation

Attachment 29: Induction Early Completion Option (ECO)

Attachment 30: District Roles and Responsibilities

Attachment 31: Preconditions 1a and Preconditions 1b Folder

Attachment 32: Administrator Verification of Employment

Attachment 33: Individualized Induction Plan (IIP)

Attachment 34: AIP Verification of Completion

March 13, 2017

Mary Vixie Sandy, Ed.D., Executive Director  
 Commission on Teacher Credentialing  
 1900 Capitol Avenue  
 Sacramento, CA 95811

Re: Verification of Agreement to Preconditions for Commission Approved Programs

Dear Ms. Sandy,

Per the Preconditions for the Commission-Approved Professional Preparation Programs, the Sonoma County Office of Education is submitting verification, via this letter, of our agreement to the following:

**Precondition 1: Accreditation and Academic Credit:**

Sonoma County Office of Education (SCOE) agrees to continue sponsoring thirty (30) Commission-approved professional preparation programs and one (1) service credential program:

Type of Preparation	Program Name	Program Level	Delivery Model
Elementary	Multiple Subject	Preliminary	Intern
Secondary	Single Subject: Agriculture	Preliminary	Intern
	Single Subject: Art	Preliminary	Intern
	Single Subject: Business	Preliminary	Intern
	Single Subject: English	Preliminary	Intern
	Single Subject: Foundational –Level General Science	Preliminary	Intern
	Single Subject: Foundational-Level Mathematics	Preliminary	Intern
	Single Subject: Health Science	Preliminary	Intern
	Single Subject: Home Economics	Preliminary	Intern
	Single Subject: Industrial & Technology Education	Preliminary	Intern
	Single Subject: Mathematics	Preliminary	Intern
	Single Subject: Music	Preliminary	Intern
	Single Subject: Physical Education	Preliminary	Intern

	Single Subject: Science: General Science	Preliminary	Intern
	Single Subject: Science: Biological Sciences	Preliminary	Intern
	Single Subject: Science: Chemistry	Preliminary	Intern
	Single Subject: Science: Geosciences	Preliminary	Intern
	Single Subject: Science Physics	Preliminary	Intern
	Single Subject: Social Science	Preliminary	Intern
	Single Subject: World Languages: English Language Development	Preliminary	Intern
Special Education	Education Specialist: Mild/Moderate	Preliminary	Intern
Designated Subjects Teaching	Career Technical Education (CTE)	Preliminary	
	Adult Education (AE)	Preliminary	
Clear Teaching Credentials	Education Specialist	Clear	Traditional
	Educational Specialist – Level II		
	Multiple Subject	Clear	Traditional
	Single Subject	Clear	Traditional
Clear Designated Subjects Teaching	Adult Education (AE)	Clear	Traditional
	Career Technical Education (CTE)	Clear	Traditional
	Special Subjects (Drivers Training)		Traditional
	Supervision and Coordination		Traditional
Services Credential	Administrative Services	Clear	Traditional

### **Precondition 2: Enrollment and Completion:**

Once a candidate is accepted and enrolls into a SCOE professional educator preparation program, SCOE offers the program, meeting the adopted standards, until the candidate (a.) completes the program; (b.) withdraws from the program; (c.) is dropped from the program based on established criteria; or (d.) is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the even the program closes. In this event, a teach-out plan, including an individual transition plan and information on accessing student records, would be developed for each candidate/graduate.

**Precondition 4: Lawful Practices:**

SCOE serves as the LEA for the North Coast School of Education (NCSOE). SCOE is governed by Board policies set forth by the state of California. The Human Resources Department and a Personnel Commission provide all required institutional oversight for all programs. SCOE makes all personnel decisions without unlawful discrimination, including decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

**Precondition 5: Commission Assurances:**

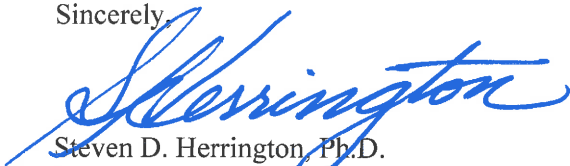
Sonoma County Office of Education assures that each professional preparation program will (a) fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

**Precondition 7: Veracity in all Claims and Documentation Submitted:**

Sonoma County Office of Education positively affirms the veracity of all statements and documentation submitted to the Commission.

If you have any questions or need additional information, please contact Karen Ricketts, Executive Director, North Coast School of Education, at (707) 524-2814.

Sincerely,



Steven D. Herrington, Ph.D.  
Sonoma County Superintendent of Schools

CC: Michael Juric Ed.D., Assistant Superintendent, Human Resources  
Karen Ricketts, Executive Director, North Coast School of Education

November 12, 2015

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Re: Letter of Need of Program Assurance

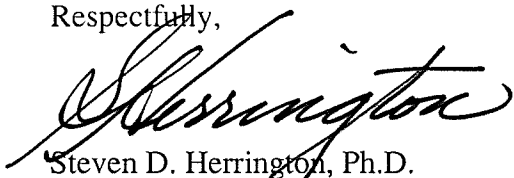
To Whom It May Concern:

As County Superintendent of Schools, I am a strong supporter of education and am honored to host the North Coast School of Education regional office in Sonoma County. My educational initiatives have always focused on service to students, service to districts, and service to the community. To that end, please accept this letter of need on behalf of the Sonoma County Office of Education in response to the need for an Administrator Induction Program in Sonoma County and Region One.

In responding to the need to fill administrative positions, we are seeking approval by the California Commission on Teacher Credentialing and the Committee on Accreditation, for the Sonoma County Office of Education Administrator Induction Program.

We are eager to earn the Commission's approval of our innovative and high-quality Administrator Induction Program.

Respectfully,



Steven D. Herrington, Ph.D.  
Sonoma County Superintendent of Schools

October 22, 2015

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Re: Letter of Need of Program Assurance

To Whom It May Concern:

As County Superintendent of Schools, I am a strong supporter of education and am honored to host the North Coast School of Education regional office in Sonoma County. My educational initiatives have always focused on service to students, service to districts, and service to the community. To that end, please accept this letter of need on behalf of the Sonoma County Office of Education (North Coast School of Education) in response to the teacher shortage in Sonoma County and Region One.

In responding to the need to fill teaching positions in multiple subjects, single subjects, and education specialist credential areas, we are seeking approval by the California Commission on Teacher Credentialing for the "Be a Teacher" intern program to offer state-approved courses that provide a framework for teaching in today's 21<sup>st</sup> Century Classroom.

We are eager to earn the Commission's approval of our innovative and high-quality Education Specialist Intern Program.

Respectfully,



Steven D. Herrington, Ph.D.  
Sonoma County Superintendent of Schools



**General Preconditions and Assurances for Induction Programs  
Established by Commission and Department Policy**

The following general assurances reflect adherence to Education Code Section 44227(a) and constitute the agreement of the Sonoma County Office of Education Superintendent to sponsor the North Coast Beginning Teacher BTSA Induction Program.

1. The position and person within the organizational structure who is responsible for ongoing oversight *and* coordination of all educator preparation programs offered by the Sonoma County Office of Education is:

Corinne Muelrath, Regional Director

*(Precondition 2)*

2. The Sonoma County Office of Education (SCOE) serves as the LEA for the North Coast Beginning Teacher BTSA Induction Program. SCOE makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.

*(Precondition 3)*

3. The North Coast Beginning Teacher BTSA Induction Program currently serves over 100 school districts throughout a 6-county consortium and there continues to be a demonstrated need for the Induction Program in the region.

*(Precondition 4)*

4. As demonstrated in the program written narrative, the North Coast Beginning Teacher BTSA Induction Program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission and approved by the California Department of Education, including active participation in the CCTC Accreditation System, monitoring of the program by a Commission and/or a CDE staff member, and participation in focused reviews of one or more aspect(s) of the program.

*(Precondition 5)*

5. The following qualified individual is responsible for reporting and responding to all requests from the Commission and for the electronic submission of data, including, but not limited to, program enrollments, program completers, transferring candidate transportability processes, Early Completion Option criteria, and number of Early Completion Option program completers.

Corinne Muelrath, Regional Director

*(Precondition 6)*

6. The North Coast Beginning Teacher BTSA Induction Program assesses each candidate's standing in relation to the eligibility criteria for enrollment in a teacher induction program and admits only those candidates who meet the first requirement and the second, if applicable:
  - The candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential)
  - The candidate, if trained out of state, has less than two years of teaching experience.

*Reference: Education Code Sections 44279.1, 44279.4.*

*(Precondition 7)*

7. The North Coast Beginning Teacher BTSA Induction Program ensures the assignment of a support provider for each beginning teacher within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher.

*(Precondition 8)*

8. The North Coast Beginning Teacher BTSA Induction Program ensures that all Support Providers hold a valid California teaching credential, or have equivalent professional background and experience. These and additional qualifications are shared annually with Site Administrators and prospective Support Providers in the program's **"Support Provider Qualifications, Commitment and Selection Process"** document. Each candidate's possession of these qualifications is verified during the Support Provider selection process.

*Reference: Education Code Section 44279.*

*(Precondition 8)*

9. The North Coast Beginning Teacher BTSA Induction Program requires each candidate to demonstrate knowledge of methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language.

*Reference: Education Code Section 44259.5.*

*(Precondition 9)*

10. The North Coast Beginning Teacher BTSA Induction Program determines, prior to the recommending of a candidate for the Clear credential, that each candidate has completed the approved induction program. Completion is based on a body of evidence and a Portfolio Review. Completion is documented on a **"Completion Log"** and **"Teacher Record"** for each Participating Teacher.

*Reference: Education Code Sections 44259, 44274.2.*

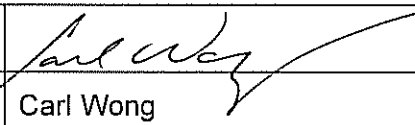
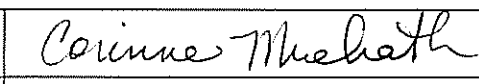
*(Precondition 10)*

11. The North Coast Beginning Teacher BTSA Induction Program makes available and advises candidates of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria. Candidates are advised of the option in the **"Participating Teacher Handbook."** Requirements for participation in the Early Completion Option are articulated in the Handbook and are also referenced on the program website.

*Reference: Education Code Section 44279.25.*

*(Precondition 11)*

By their signatures below, the following representatives of the sponsoring agency, the Sonoma County Office of Education, and the North Coast Beginning Teacher BTSA Induction Program make the above-listed assurances:

Name of Sponsoring Local Education Agency:	Sonoma County Office of Education
Signature of Superintendent:	
Name of Superintendent:	Carl Wong
Signature of BTSA Induction Program Director:	
Name of BTSA Induction Program Director:	Corinne Muelrath

*(Precondition 1)*

October 29, 2015

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Re: Justification of Internship Program  
Letter of Support - "Be A Teacher" Intern Programs

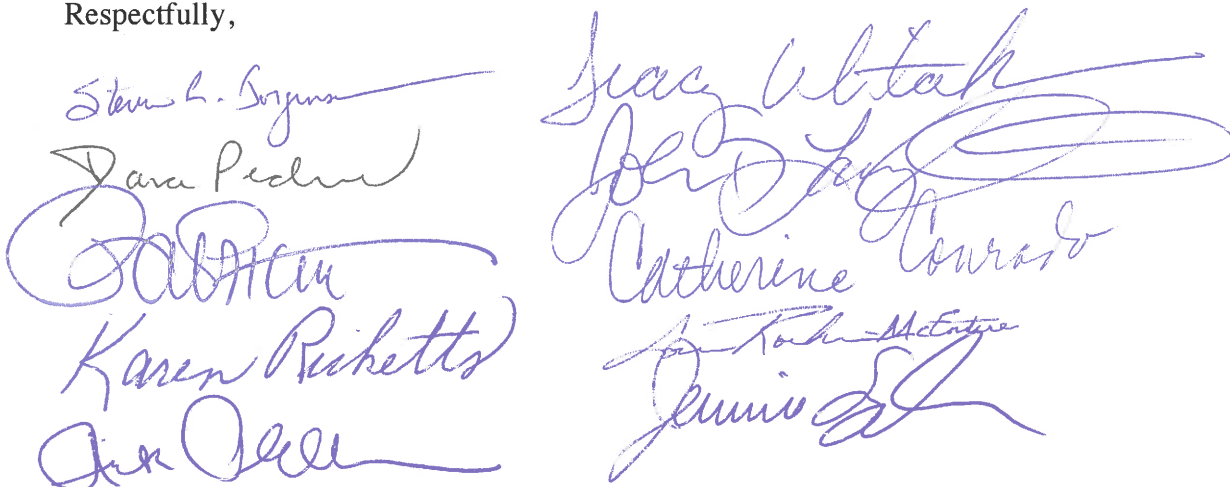
To Whom It May Concern:

As a Sonoma County administrator, I am excited and supportive of Sonoma County Office of Education's pursuit of the *North Coast School of Education* regional office in Sonoma County. In recent years, California's teacher shortage has impacted the hiring practices in my district and the availability of qualified certificated persons holding a credential in hard-to-fill areas has been evident. To that end, please accept this letter of support on behalf of the *North Coast School of Education* in response to the teacher shortage in Sonoma County and Region One.

The "Be A Teacher" Intern Programs will benefit regional districts that need to fill teaching positions in multiple subject, single subject, and education specialist credential areas. I support Sonoma County Office of Education's efforts in seeking approval by the California Commission on Teacher Credentialing for the "Be A Teacher" intern program to offer state-approved courses that provide a framework for teaching in today's 21<sup>st</sup> Century Classroom.

Again, I agree with and support these efforts and am eager for the Commission's approval so that districts in the region can benefit by these innovative and high-quality Intern Programs.

Respectfully,



Steven D. Herrington  
Dana Pedraza  
Catherine Colorado  
Karen Ricketts  
Jim Deane  
Jas. Whitaker  
Peter Kostas  
Jas. Whitaker  
Catherine Colorado  
Jas. Whitaker  
Jas. Whitaker

November 4, 2015

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Re: Justification of Internship Program  
Letter of Support - "Be A Teacher" Intern Programs

To Whom It May Concern:

As a Region One administrator and member of the North Coast Teacher Induction Program Advisory Board, I am excited and supportive of Sonoma County Office of Education's pursuit of the *North Coast School of Education* regional office in Sonoma County. In recent years, California's teacher shortage has impacted the hiring practices in my district and the availability of qualified certificated persons holding a credential in hard-to-fill areas has been evident. To that end, please accept this letter of support on behalf of the *North Coast School of Education* in response to the teacher shortage in Sonoma County and Region One.

The "Be A Teacher" Intern Programs will benefit regional districts that need to fill teaching positions in multiple subject, single subject, and education specialist credential areas. I support Sonoma County Office of Education's efforts in seeking approval by the California Commission on Teacher Credentialing for the "Be A Teacher" intern program to offer state-approved courses that provide a framework for teaching in today's 21<sup>st</sup> Century Classroom.

Again, I agree with and support these efforts and am eager for the Commission's approval so that districts in the region can benefit by these innovative and high-quality Intern Programs.

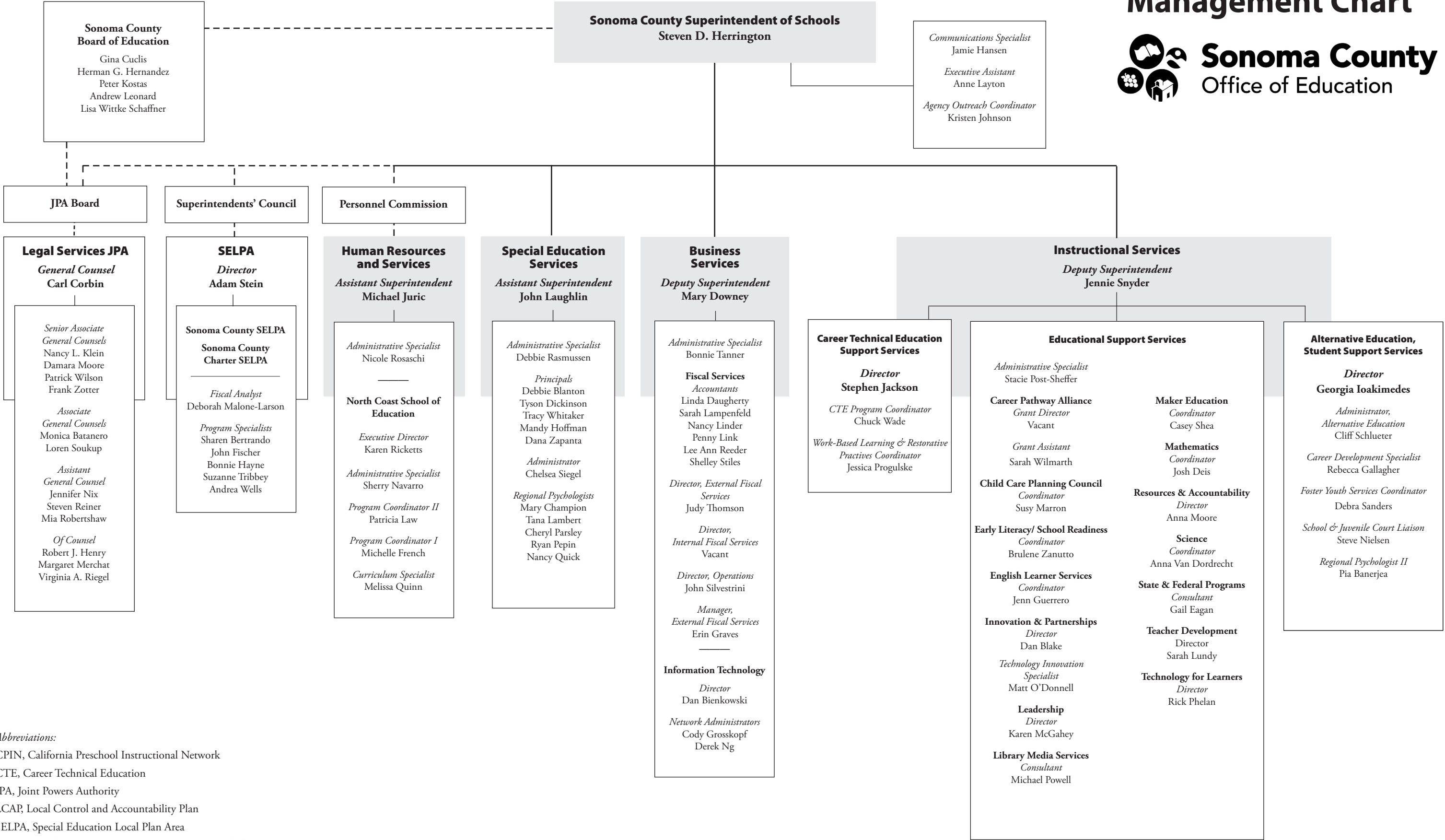
Respectfully,

*Karen Ricketts, Regional Director*  
*Cheryl A. Z...*, Associate Dem  
*Phyllis...*, Ukiah Center Director  
*April Leiferman* - Lake County Office of Ed  
*Patty Langston* - Lake County Office of Ed / SELPA  
*Brook J* - LAKE COUNTY Supt. OF SCHOOLS  
*Dorey Shaw* - Mendocino County Office of Ed.

Management Chart



Sonoma County  
Office of Education



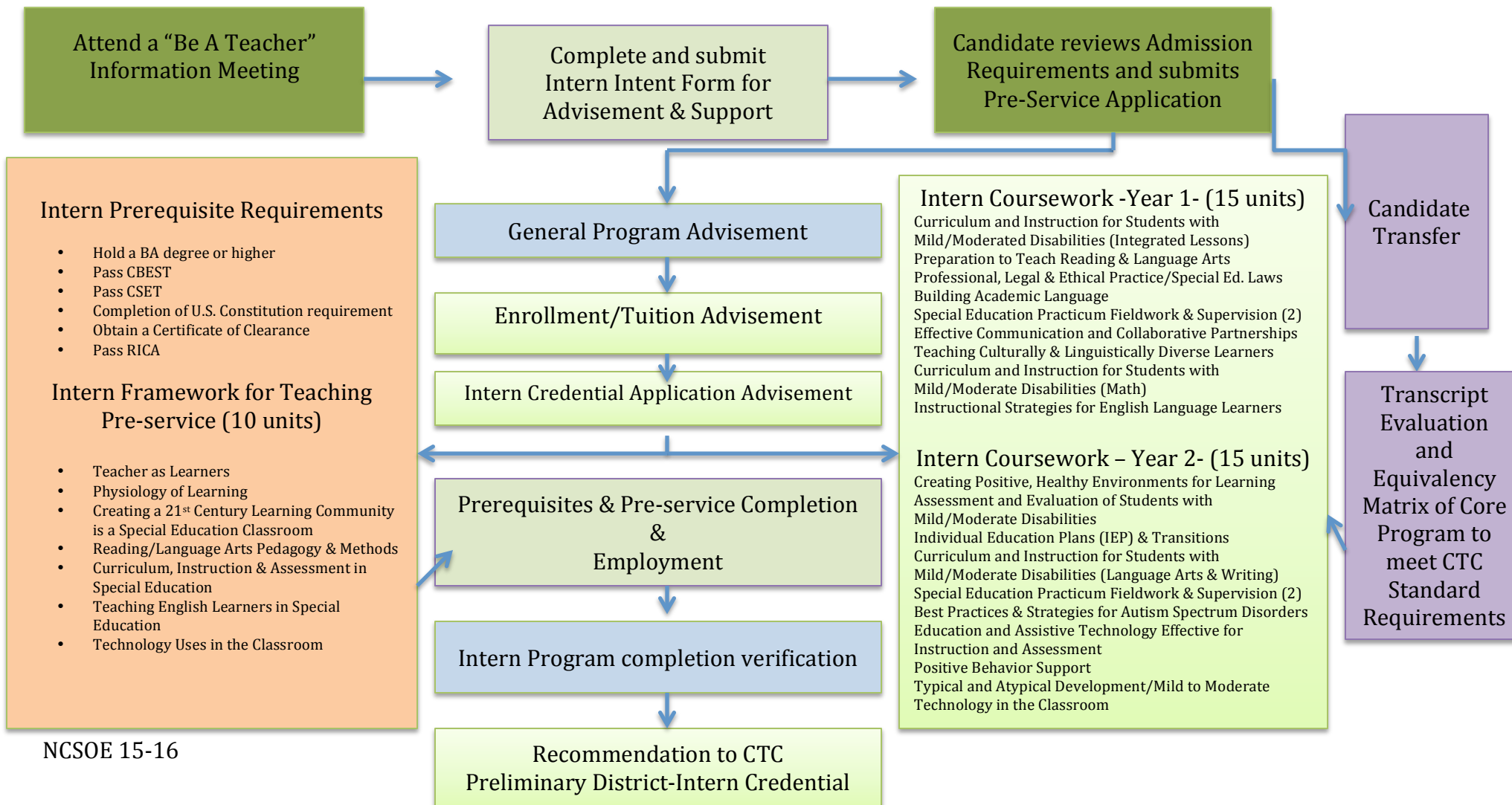
Abbreviations:  
CPIN, California Preschool Instructional Network  
CTE, Career Technical Education  
JPA, Joint Powers Authority  
LCAP, Local Control and Accountability Plan  
SELPA, Special Education Local Plan Area  
TALLK, Teachers Acquiring Language Learner Knowledge

# NORTH COAST SCHOOL OF EDUCATION

## "BE A TEACHER" INTERN PROGRAM

*A quality support system for all beginning teachers and a caring, competent and highly qualified teacher for every child*

### Intern Eligibility and Preliminary District- Intern Credential Flowchart Education Specialist (ES)



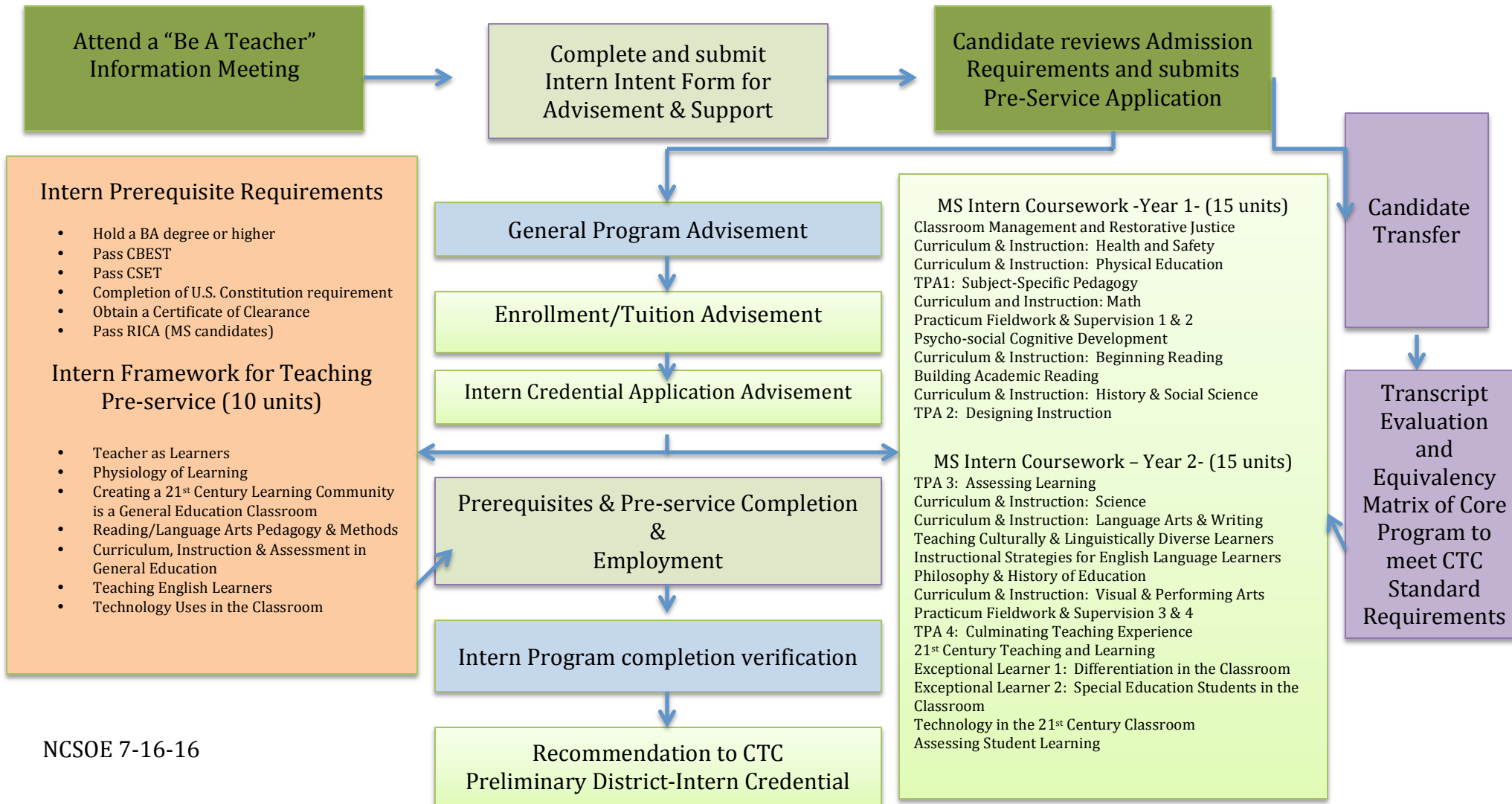


# NORTH COAST SCHOOL OF EDUCATION

## "BE A TEACHER" INTERN PROGRAM

*A quality support system for all beginning teachers and a caring, competent and highly qualified teacher for every child*

### Intern Eligibility and Preliminary District- Intern Credential Flowchart Multiple Subject (MS)



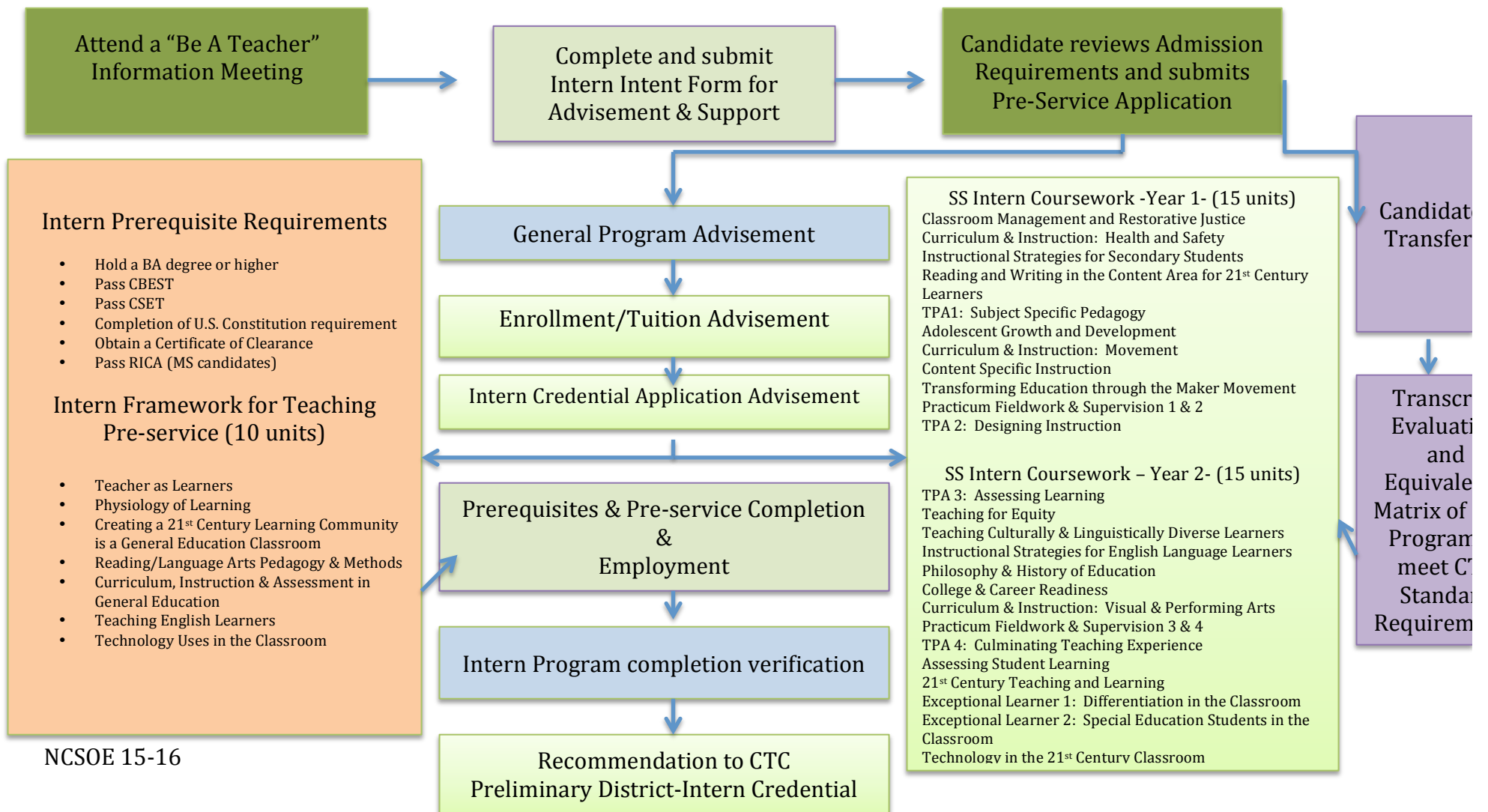


# NORTH COAST SCHOOL OF EDUCATION

## "BE A TEACHER" INTERN PROGRAM

*A quality support system for all beginning teachers and a caring, competent and highly qualified teacher for every child*

### Intern Eligibility and Preliminary District- Intern Credential Flowchart Single Subject (SS)



**INSTRUCTOR  
NORTH COAST SCHOOL OF EDUCATION – INTERN PROGRAM**

**Definition:**

Plan, organize and provide instruction for a course in the “Be A Teacher” Intern Program with the North Coast School of Education (NCSOE) at Sonoma County Office of Education; direct and monitor teaching/learning effectiveness in courses assigned by the Executive Director;

**Distinguishing Characteristics:**

Instructors prepare and deliver all educational requirements for the course for which they are assigned. Instructors demonstrate distinguishing characteristics including empathy, compassion, flexibility, reflectiveness, effective communication, organizational management, facilitation, coaching, mentoring, inquiry, collaboration, and accountability to ensure that all program requirements are met both by the program and teacher interns.

**Supervision Received and Exercised:**

- Executive Director of the North Coast School of Education – “Be A Teacher” Intern Program

**Examples of Duties and Responsibilities:**

*Duties and responsibilities may include, but are not limited to, the following:*

- Teach a specific course in the “Be A Teacher” Intern Program;
- Prepare, submit, and, distribute syllabus which informs teacher interns in writing about course requirements as to assignments, course engagement/participation, fieldwork projects, attendance, and grading policies;
- Utilizes a variety of instructional strategies in order to engage teacher interns in the learning activities;
- Compile, administer, and grade teacher intern assignments, fieldwork projects, quizzes and examinations and inform teacher interns of their progress;
- Plan, prepare and present relevant lessons that cater to the needs of teacher interns which build upon support and assessment procedures and embedded fieldwork activities;
- Provide professional resources and support for teacher interns in specific course;
- Monitor timelines, procedures and reporting requirements of the North Coast School of Education, including grade reports and deadlines, attendance record reports, and withdrawal deadlines;
- Maintain professional competencies in areas of responsibility; maintain contact with and participate in professional job-related organizations;
- Follow the academic calendar and procedures as outlined in the North Coast School of Education guidelines;
- Direct the engagement of research and embedded fieldwork activities aligned to course context, Teaching Performance Expectations (TPE’s), and California Standards for the Teaching Profession (CSTP);

- Provide a safe, engaging learning environment for teacher interns and be responsible for the security of assigned equipment, materials, and county office classrooms;
- Perform related duties as assigned.

### **Employment Standards:**

#### ***Knowledge of:***

- California Standards for the Teaching Profession (CSTP), Commission Preconditions & Standards for Intern Programs, and Continuum of Teaching Practice;
- Principles, practices, methods and strategies applicable to instruction, general curriculum, adult learning, and learning activities;
- Effective teaching, mentoring, coaching, and critical friend strategies;
- Integrated technologies, including, but not limited to GoToMeeting, Canvas LMS, Google Docs, Power Point, Keynote, learning applications for intern teachers;
- Learning theory, curriculum and assessment, effective facilitation strategies and practices especially related to intern teacher support;
- Principles and practices of organizational management, course design and development, and information processing;
- 21<sup>st</sup> Century Skills, including creativity, communication, collaboration, and critical thinking and the importance of integration with next generation students;
- Diverse learning styles and cultural influences in learning;
- Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility.

#### ***Ability to:***

- Plan, prepare, organize and distribute relevant course syllabus, which informs students in writing about course requirements including assignments, embedded fieldwork, attendance requirements, and grading policies;
- Inform intern teachers of their progress by promptly grading assignments, quizzes, and fieldwork projects;
- Respond promptly to requests of regional office staff;
- Compile, administer, and grade assignments and embedded fieldwork activities that evaluate intern teacher progress;
- Maintain confidentiality in all professional relationships;
- Encourage the use of available research-based best practices, networking with colleagues, and other supportive services available to intern teachers;
- Meet all scheduled classes on time in the assigned locations providing time for contact with intern teachers prior to and after each session;

- Follow the North Coast School of Education's procedures related to grade reports and deadlines, attendance records, support and supervision logs, and other policies in place for intern teachers;
- Express ideas and concepts clearly and concisely in both oral and written form; use language and medium appropriate to audience;
- Establish and maintain cooperative and professional working relationships with individuals, groups, public and private agency personnel;
- Analyze data and situation(s); render judgment, make decisions and solve problems efficiently and effectively;
- Conceptualize new ideas and research-based approaches, integrating them into coursework;
- Maintain and improve professional skills and knowledge;
- Demonstrate a positive attitude, compassion and sense of humor;
- Be a good listener - flexible and receptive to change.

**Education and Experience:**

*Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

***Education:***

- Masters Degree or equivalent from an accredited college or university.

***Experience:***

- Five (5) or more years of successful teaching experience, preferably in the content area of instruction;
- Extensive experience facilitating a variety of instructional strategies and learning activities;
- Experience teaching adult learners.

***Credentials:***

- Appropriate California Teaching Credential or equivalent licensure

**Work Environment:**

*The following conditions may be present:*

- Walking on uneven ground when outdoors;
- Exposure to student illness, injuries, infections and bodily fluids;
- May be exposed to chemicals contained in cleaning products;
- May be required to maneuver into awkward positions.

**Other Requirements:**

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.

**PRACTICUM SUPERVISORS  
NORTH COAST SCHOOL OF EDUCATION – INTERN PROGRAM**

**Definition:**

The North Coast School of Education (NCSOE) at Sonoma County Office of Education (SCOE) hires part-time staff on an ongoing basis to support and supervise teacher interns with embedded fieldwork as a part of the “Be A Teacher” Intern credentialing program. Practicum Supervisors work with teacher interns as they learn how to integrate course content into their teaching practices over two-years; direct and monitor teaching/learning effectiveness in Education Practicum Fieldwork & Supervision assigned by the Executive Director.

**Distinguishing Characteristics:**

Practicum Supervisors monitor teacher interns’ growth and progress in meeting the Teaching Performance Expectations (TPE’s) using the Description of Practice (DOP), guide a reflective learning process, and conduct both formal and informal observations. Practicum supervisors guide the documentation of Support and Supervision Logs and Individual Learning Plans. Practicum Supervisors demonstrate distinguishing characteristics including focused supervision skills, guided feedback strategies, empathy, compassion, flexibility, reflectiveness, effective communication, organizational management, facilitation, coaching, mentoring, inquiry, collaboration, and accountability to ensure that program requirements are met both by the program and teacher interns.

**Supervision Received and Exercised:**

- Executive Director of the North Coast School of Education – “Be A Teacher” Intern Program

**Examples of Duties and Responsibilities:**

*Duties and responsibilities may include, but are not limited to, the following:*

- Provide constructive support and supervision to assist each teacher intern’s professional growth as measured by the Description of Practice (DOP) for the Teaching Performance Expectations and the California Standards for the Teaching Profession (CSTP);
- Use questioning activities and teaching strategies that assist each teacher intern in reflecting on their own teaching lessons and broadening their own self-evaluation;
- Communicate clearly in a timely manner and participate as a member of the team with cooperating professionals and teacher intern;
- Demonstrate and reflect knowledge of effective instructional practices in the classroom;
- Participate in problem-solving and remain flexible in seeking solutions;
- Promote innovative, researched-based instructional strategies that can reach a wide variety of learners, as well as critical thinking and higher level thinking skills;
- Demonstrate respect for the cultural implications and expectations of the school;
- Value divergent thinking, professional opinions, and time while providing for feedback and discussion;
- Provide regular formal and informal observations of teacher interns in accordance of schedule over two-years;

- Respond to email, phone calls, questions and other inquiries in a timely manner;
- Communicate areas of growth and concerns to the instructor of Educator Practicum Fieldwork & Supervision to keep them updated and involved in solutions;
- Document plan of action/interventions used to assist each teacher intern on Individual Learning Plans and program observational templates;
- Establish and maintain working relationship with the site administrator and support provider and build communication between the school and North Coast School of Education;
- Provide professional support and supervision for teacher interns based on level of need;
- Monitor timelines, procedures and reporting requirements of the North Coast School of Education, including grade reports and deadlines, attendance record reports, and withdrawal deadlines;
- Maintain professional competencies in areas of responsibility; maintain contact with and participate in professional job-related organizations;
- Follow the academic calendar and procedures as outlined in the North Coast School of Education guidelines;
- Direct the engagement of research and embedded fieldwork activities aligned to course context, Teaching Performance Expectations (TPE's), and California Standards for the Teaching Profession (CSTP);
- Provide a safe, engaging learning environment for teacher interns and be responsible for the security of assigned equipment, materials, and county office classrooms;
- Perform related duties as assigned.

### **Employment Standards:**

#### ***Knowledge of:***

- Teaching Performance Expectations (TPE's), California Standards for the Teaching Profession (CSTP), Commission Preconditions & Standards for Intern Programs, and Continuum of Teaching Practice (CTP);
- California Content Standards and K-12 Frameworks;
- Principles, practices, methods and strategies applicable to observation protocol, innovative instruction, general curriculum, adult learning, and learning activities;
- Effective teaching, mentoring, coaching, and learning-focused supervision strategies;
- Integrated technologies, including, but not limited to GoToMeeting, Canvas LMS, Google Docs, Power Point, Keynote, learning applications for intern teachers;
- Learning theory, curriculum and assessment, effective facilitation strategies and practices especially related to intern teacher support and supervision;
- Principles and practices of organizational management, course design and development, and information processing;

- 21<sup>st</sup> Century Skills, including creativity, communication, collaboration, and critical thinking and the importance of integration with next generation students;
- Diverse learning styles and cultural influences in learning;
- Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility.

***Ability to:***

- Plan, prepare, organize and schedule ongoing classroom visits and formal observations;
- Inform intern teachers of their progress by promptly providing feedback and reflective dialogs aligned to classroom practices and fieldwork projects;
- Respond promptly to requests of regional office staff;
- Compile, administer, and complete documentation of support/supervision and embedded fieldwork activities that evaluate intern teacher progress;
- Maintain confidentiality in all professional relationships;
- Encourage the use of available research-based best practices, networking with colleagues, and other supportive services available to intern teachers;
- Meet teacher interns on time in the assigned locations providing time for contact with intern teachers prior to and after each visitation;
- Follow the North Coast School of Education's procedures related to grade reports and deadlines, attendance records, support and supervision logs, and other policies in place for intern teachers;
- Express ideas and concepts clearly and concisely in both oral and written form; use language and medium appropriate to audience;
- Establish and maintain cooperative and professional working relationships with individuals, groups, public and private agency personnel;
- Analyze data and situation(s); render judgment, make decisions and solve problems efficiently and effectively;
- Conceptualize new ideas and research-based approaches, integrating them into coursework;
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- Demonstrate a positive attitude, compassion and sense of humor;
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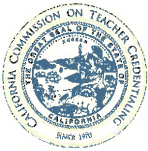
**Education and Experience:**

*Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

***Education:***

- Masters Degree or equivalent from an accredited college or university.





## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800  
www.ctc.ca.gov

May 22, 2015

Steven Herrington, Superintendent  
Sonoma County Office of Education  
5340 Skyline Blvd.  
Santa Rosa, CA 95403

Dear Superintendent Herrington:

I am pleased to inform you that on April 30, 2015, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, granted initial accreditation to the following program of professional preparation submitted by the Sonoma County Office of Education:

### Adult Education

#### *Recommending candidates for the credential or authorization*

- In order to recommend candidates for the credential or authorization as a result of completing the above named program, program personnel must become familiar with the **CTC Online Document Submission process**. An Authorized Designee for your institution must complete and submit a new Add or Change Authorized Submitters form CL-897a. This will ensure that those you have designated will be able to recommend for this authorization or credential. Additional information on how to complete the form can be found on the Commission's **Credential Information Guide (CIG)** at: <http://www.ctc.ca.gov/credentials/cig2/CIG-leaflets/cl897.pdf>. (Username: **cig2011** Password: **ctcguide**)
- The CTC Online Manual is also available on the CIG at <http://www.ctc.ca.gov/credentials/cig2/CTC-Online.html>. This manual is designed for individuals authorized by institutions or agencies with Commission-approved education programs to assist in recommending and electronically submitting documents using the CTC Online system. See additional information in the *Other Important Resources* section on page 2.

#### *Responsibilities of approved programs as it relates to the accreditation system*

The newly approved program is subject to the Commission's accreditation system for educator preparation. This requires the following:

- Submission of candidate assessment and program effectiveness data in the institution's next regularly scheduled biennial report. If the program has been in operation for less than one academic year and hence, has not yet collected candidate assessment and program effectiveness data for one academic year at the time of the next regularly scheduled biennial report, identification of 4-6 key

assessments is sufficient for the program's first report. It is expected that those who have enrolled candidates for at least one year, must submit candidate assessment and program effectiveness data with its first biennial report.

- Inclusion of the new program in the program assessment process at the time that the institution's program assessment documents are routinely due to the Commission. If the program's approval was within one year of when the institution's program assessment document is due, an additional program assessment document responding to program standards will likely not be needed for the new program.
- Inclusion of the new program in all site visit activities. Once the new program enrolls candidates, the program is subject to inclusion in the institution's site visit activities.

In addition, the institution or program sponsor has a responsibility to keep the Commission updated on major leadership or contact changes. Because there are over 260 approved programs, it is not feasible for the Commission to keep current at all times about personnel or contact changes occurring at institutions throughout the state. To update your institution's contact information as personnel changes, please see Program Sponsor Alert 14-08 at the following: <http://www.ctc.ca.gov/educator-prep/PS-alerts/2014/PSA-14-08.pdf>.

#### *Other important resources*

In addition, the Commission recommends that all appropriate program personnel familiarize themselves with the following resources:

- The *Commission's Credential Information Guide (CIG)*. The CIG web page is designed for Commission staff and those in the field who prepare or employ credential holders. The CIG is an online tool that has up-to-date information on application procedures and requirements for certification. The CIG is a semi-private website and requires a username and password. A March 7, 2012 webcast on Understanding the CIG: Approved Programs can be found at: <http://video.ctc.ca.gov/2012-03-07-CIG-CTOnline>. The CIG website can be accessed at: [http://www.ctc.ca.gov/credentials/cig2/cig\\_toc.html](http://www.ctc.ca.gov/credentials/cig2/cig_toc.html). (Username: **cig2011** Password: **ctcguide**)
- The *Accreditation Handbook*. This handbook describes the processes and procedures of the Commission's accreditation system. The Handbook may be found at: <http://www.ctc.ca.gov/educator-prep/accred-handbook.html>.
- The program sponsor section of the Commission's webpage (<http://www.ctc.ca.gov/educator-prep/default.html>). This section of the webpage provides a wealth of information on a wide variety of topics for program sponsors including how to sign up for the PSD E-news, accreditation activity schedules,

Program Sponsor Alerts (PSAs), current advisory panels, and opportunities to get involved in state level educator preparation activities and policy discussions.

- Questions concerning credential status or requirements may be sent to the Certification Division's Information Services at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov). Responses are returned in two business days.

Should you or your staff have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at [Chickey@ctc.ca.gov](mailto:Chickey@ctc.ca.gov).

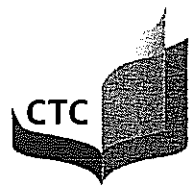
The Commission and its staff are grateful to the Sonoma County Office of Education for its commitment to the preparation of professional educators.

Sincerely,



Mary Vixie Sandy, Ed. D.  
Executive Director

MVS/TC/CH/es



## **Commission on Teacher Credentialing**

1900 Capitol Avenue Sacramento, CA 95811

(916) 322-6253

Fax (916) 445-0800

[www.ctc.ca.gov](http://www.ctc.ca.gov)

*Office of the Executive Director*

June 30, 2010

Corinne Muelrath, Director  
North Coast BTSA Program  
Sonoma County Office of Education  
5340 Skylane Blvd.  
Santa Rosa, CA 95403-8246

Dear Dr. Muelrath:

I am pleased to inform you that on June 24, 2010, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, granted initial accreditation to the following program of professional preparation submitted by the North Coast BTSA program:

### **Career and Technical Education Credential Program**

Should you or your staff have any questions relating to this action, you may address them to Teri Clark, Administrator of Accreditation, at (916) 323-5917.

The Commission and its staff are grateful to the North Coast BTSA program for its commitment to the preparation of professional educators.

Sincerely,

Dale A. Janssen  
Executive Director

cc: Ting Sun, Chair  
Commission on Teacher Credentialing

DJ/LB/TC/ta

## Preconditions for All Professional Preparation Programs

*The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.*

### **General Preconditions Established by the Commission**

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

**(1) Accreditation and Academic Credit.**

The Sonoma County Office of Education is the LEA for the North Coast Beginning Teacher Program. The North Coast Beginning Teacher Program is the professional preparation program for the region and provides (or will provide) credential services to districts within the consortium for the following credentials:

- a. Multiple Subject Clear Credential
- b. Single Subject Clear Credential
- c. Education Specialist Clear Credential
- d. Career Technical Education Preliminary and Clear Credentials
- e. Adult Education Preliminary and Clear Credentials

The County Superintendent of Schools is an elected official and his/her signature on this form serves as verification of approval of sponsorship of the program.

**(2) Responsibility and Authority.**

The position and person within the organizational structure who is responsible for ongoing oversight *and* coordination of all educator preparation programs offered by the Sonoma County Office of Education is:

Karen Ricketts, Regional Director

- (3) Personnel Decisions.** The Sonoma County Office of Education (SCOE) serves as the LEA for the North Coast Beginning Teacher Program (NCBTP). SCOE makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

**(4) Demonstration of Need.**

The North Coast Beginning Teacher Program currently serves over 100 school districts throughout the 6-county consortium for Induction services and there continues to be a demonstrated need for the Induction Program in the Region. Surveys sent to SELPA

Directors in the Region, Special Ed Program Directors, and to over 200 Education Specialist teachers holding Level 1 credentials indicated an overwhelming response for the need and desire that the NCBTP develop an Education Specialist Clear Credential Program. Prior to January 30, 2010, the Mendocino County Office of Education served as the LEA for the Career Technical Education and Adult Education Programs for the region. The County Superintendent of Schools has asked SCOE and the North Coast Beginning Teacher Program to take over this program, prompting the need to develop a new program for the region.

**(5) Practitioners' Participation in Program Design.**

Practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases. This has been accomplished by working closely with the North Coast Beginning Teacher Program Advisory Board, the local SELPAs, the Designated Subject Advisory, program leadership holding similar credentials to those programs being offered, and through focus groups consisting of beginning teachers and support providers holding credentials in the categories of the credential programs.

**(6) Commission Assurances.**

As demonstrated in the program proposal the North Coast Beginning Teacher Program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission on Teacher Credentialing. SCOE assures that the North Coast Beginning Teacher Program will actively participate in the CCTC Accreditation System, monitoring of the program by CCTC staff members and participation in focused reviews of one or more aspects of the program on an ongoing basis.

**(7) Requests for Data.**

The following qualified individual is responsible for reporting and respond to all requests from the Commission and for the electronic submission of data including, but not limited to, program enrollments, program completers, examination results, transferring candidate transportability processes, Early Completion Option criteria, the number of Early Completion Option program completers, and state and federal reporting within the time limits specified by the Commission.

Karen Ricketts, Regional Director
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**General Preconditions Established by State Law**

**(8) Faculty Participation.**

SCOE and the North Coast Beginning Teacher Program will ensure that each faculty member or program facilitator who regularly teaches one or more courses relating to instructional methods shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b)*

**(9) California Basic Educational Skills Test.**

Participants of the North Coast Beginning Teacher program shall meet the required basic skills requirement as part of their preliminary credential program. *Reference: Education Code Sections 44252 (f) and 44225 (n)*

Career Technical Education and Adult Education teacher will meet this requirement as described by CCTC.

**(10) Certificate of Clearance.**

SCOE will not allow a candidate to assume teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d)*

**Preconditions for the Designated Subjects**  
**Adult Education Teaching Credentials**

*The following Preconditions apply to all institutions applying to the Commission for approval to offer Designated Subjects Adult Education Teaching Credentials. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.*

- (11)** To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Career Technical Education Teaching Credentials means any of the following categories of agencies:
- a. A California public school or consortium of school districts;
  - b. A California county superintendent of schools office;
  - c. A California regional occupational program or center;
  - d. A California State Agency;
  - e. A Commission-approved teacher preparation institution.

*Source: California Administrative Code, Title 5, Education, Section 80034(c)*

**Response: The Sonoma County Office of Education, a California county superintendent of schools office, is the LEA that oversees the North Coast Beginning Teacher Program, housed within the Sonoma County Office of Education.**

- (12)** a. A LEA desiring to develop a program of personalized preparation for the designated subjects career technical education teaching credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.



b. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. *Source: California Administrative Code, Title 5, Education, Section 80040*

**Response: The Sonoma County Office of Education, in collaboration with the North Coast Beginning Teacher Program, has submitted an application to CCTC that has been approved by Steven D. Herrington, Ph.D., the Superintendent of Schools.**

- (13) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
  - include assurances that 1 the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and 2 that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

**Response: The Sonoma County Office of Education will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and will comply with all evaluation process set forth by CCTC, including the Accreditation Review cycle.**

- (14) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

**Response: The Sonoma County Office of Education will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.**

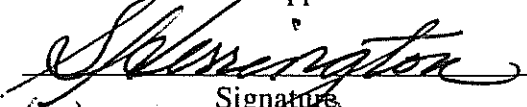
By their signatures below, the following representatives of the sponsoring agency, the Sonoma County Office of Education, and the North Coast Beginning Teacher Program make the above-listed assurances:


Sonoma County Office of Education  
Sponsoring Local Education Agency

Steven D. Herrington, Ph.D.  
Name of Superintendent

Karen Ricketts  
Name of NCBTP Regional Director

12/19/13  
Date of Approval

  
Signature

  
Signature

## **Preconditions for All Professional Preparation Programs**

*The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.*

### **General Preconditions Established by the Commission**

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

#### **(1) Accreditation and Academic Credit.**

The Sonoma County Office of Education is the LEA for the North Coast Beginning Teacher Program. The North Coast Beginning Teacher Program is the professional preparation program for the region and provides (or will provide) credential services to districts within the consortium for the following credentials:

- a. Multiple Subject Clear Credential
- b. Single Subject Clear Credential
- c. Education Specialist Clear Credential
- d. Career Technical Education Preliminary and Clear Credentials
- e. Adult Education Preliminary and Clear Credentials

The County Superintendent of Schools is an elected official and his/her signature on this form serves as verification of approval of sponsorship of the program.

#### **(2) Responsibility and Authority.**

The position and person within the organizational structure who is responsible for ongoing oversight *and* coordination of all educator preparation programs offered by the Sonoma County Office of Education is:

Corinne Muelrath, Regional Director

- (3) **Personnel Decisions.** The Sonoma County Office of Education (SCOE) serves as the LEA for the North Coast Beginning Teacher Program (NCBTP). SCOE makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

#### **(4) Demonstration of Need.**

The North Coast Beginning Teacher Program currently serves over 100 school districts throughout the 6-county consortium for Induction services and there continues to be a demonstrated need for the Induction Program in the Region. Surveys sent to SELPA

Directors in the Region, Special Ed Program Directors, and to over 200 Education Specialist teachers holding Level 1 credentials indicated an overwhelming response for the need and desire that the NCBTP develop an Education Specialist Clear Credential Program. Prior to January 30, 2010, the Mendocino County Office of Education served as the LEA for the Career Technical Education and Adult Education Programs for the region. The County Superintendent of Schools has asked SCOE and the North Coast Beginning Teacher Program to take over this program, prompting the need to develop a new program for the region.

**(5) Practitioners' Participation in Program Design.**

Practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases. This has been accomplished by working closely with the North Coast Beginning Teacher Program Advisory Board, the local SELPAs, the Designated Subject Advisory Council, program leadership holding similar credentials to those programs being offered, and through focus groups consisting of beginning teachers and support providers holding credentials in the categories of the credential programs.

**(6) Commission Assurances.**

As demonstrated in the program proposal the North Coast Beginning Teacher Program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission on Teacher Credentialing. SCOE assures that the North Coast Beginning Teacher Program will actively participate in the CCTC Accreditation System, monitoring of the program by CCTC staff members and participation in focused reviews of one or more aspects of the program on an ongoing basis.

**(7) Requests for Data.**

The following qualified individual is responsible for reporting and respond to all requests from the Commission and for the electronic submission of data including, but not limited to, program enrollments, program completers, examination results, transferring candidate transportability processes, Early Completion Option criteria, the number of Early Completion Option program completers, and state and federal reporting within the time limits specified by the Commission.

Corinne Muelrath, Regional Director

**General Preconditions Established by State Law**

**(8) Faculty Participation.**

SCOE and the North Coast Beginning Teacher Program will ensure that each faculty member or program facilitator who regularly teaches one or more courses relating to instructional methods shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b)*

**(9) California Basic Educational Skills Test.**

Participants of the North Coast Beginning Teacher program shall meet the required basic skills requirement as part of their preliminary credential program. *Reference: Education Code Sections 44252 (f) and 44225 (n)*

Career Technical Education and Adult Education teacher will meet this requirement as described by CCTC.

**(10) Certificate of Clearance.**

SCOE will not allow a candidate to assume teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d)*

**Preconditions for the Designated Subjects**  
**Career Technical Education Teaching Credentials**

*The following Preconditions apply to all institutions applying to the Commission for approval to offer Designated Subjects Career Technical Education Teaching Credentials. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.*

- (11) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Career Technical Education Teaching Credentials means any of the following categories of agencies:
- a. A California public school or consortium of school districts;
  - b. A California county superintendent of schools office;
  - c. A California regional occupational program or center;
  - d. A California State Agency;
  - e. A Commission-approved teacher preparation institution.

*Source: California Administrative Code, Title 5, Education, Section 80034(c)*

**Response: The Sonoma County Office of Education, a California county superintendent of schools office, is the LEA that oversees the North Coast Beginning Teacher Program, housed within the Sonoma County Office of Education.**

- (12) a. A LEA desiring to develop a program of personalized preparation for the designated subjects career technical education teaching credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.

b. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. *Source: California Administrative Code, Title 5, Education, Section 80040*

**Response:** The Sonoma County Office of Education, in collaboration with the North Coast Beginning Teacher Program, has submitted an application to CCTC that has been approved by Dr. Carl Wong, the Superintendent of Schools.

- (13) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
  - include assurances that 1 the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and 2 that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

**Response:** The Sonoma County Office of Education will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and will comply with all evaluation process set forth by CCTC, including the Accreditation Review cycle.

- (14) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

**Response:** The Sonoma County Office of Education will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission

By their signatures below, the following representatives of the sponsoring agency, the Sonoma County Office of Education, and the North Coast Beginning Teacher Program make the above-listed assurances:

Sonoma County Office of Education  
Sponsoring Local Education Agency

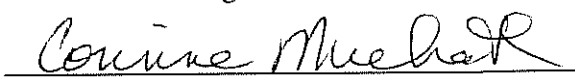
Dr. Carl Wong  
Name of Superintendent

Corinne Muelrath  
Name of NCBTP Regional Director

11-20-09

Date of Approval

  
Signature

  
Signature

## **Preconditions for All Professional Preparation Programs**

*The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.*

### **General Preconditions Established by the Commission**

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

#### **(1) Accreditation and Academic Credit.**

The Sonoma County Office of Education is the LEA for the North Coast Beginning Teacher Program. The North Coast Beginning Teacher Program is the professional preparation program for the region and provides (or will provide) credential services to districts within the consortium for the following credentials:

- a. Multiple Subject Clear Credential
- b. Single Subject Clear Credential
- c. Education Specialist Clear Credential
- d. Career Technical Education Preliminary and Clear Credentials
- e. Adult Education Preliminary and Clear Credentials

The County Superintendent of Schools is an elected official and his/her signature on this form serves as verification of approval of sponsorship of the program.

#### **(2) Responsibility and Authority.**

The position and person within the organizational structure who is responsible for ongoing oversight *and* coordination of all educator preparation programs offered by the Sonoma County Office of Education is:

Corinne Muelrath, Regional Director

- (3) Personnel Decisions.** The Sonoma County Office of Education (SCOE) serves as the LEA for the North Coast Beginning Teacher Program (NCBTP). SCOE makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

**(4) Demonstration of Need.**

The North Coast Beginning Teacher Program currently serves over 100 school districts throughout the 6-county consortium for Induction services and there continues to be a demonstrated need for the Induction Program in the Region. Surveys sent to SELPA Directors in the Region, Special Ed Program Directors, and to over 200 Education Specialist teachers holding Level 1 credentials indicated an overwhelming response for the need and desire that the NCBTP develop an Education Specialist Clear Credential Program. Prior to January 30, 2010, the Mendocino County Office of Education served as the LEA for the Career Technical Education and Adult Education Programs for the region. The County Superintendent of Schools has asked SCOE and the North Coast Beginning Teacher Program to take over this program, prompting the need to develop a new program for the region.

**(5) Practitioners' Participation in Program Design.**

Practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases. This has been accomplished by working closely with the North Coast Beginning Teacher Program Advisory Board, the local SELPAs, program leadership holding similar credentials to those programs being offered, and through focus groups consisting of beginning teachers and support providers holding credentials in the categories of the credential programs.

**(6) Commission Assurances.**

As demonstrated in the program proposal the North Coast Beginning Teacher Program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission on Teacher Credentialing. SCOE assures that the North Coast Beginning Teacher Program will actively participate in the CCTC Accreditation System, monitoring of the program by CCTC staff members and participation in focused reviews of one or more aspects of the program on an ongoing basis.

**(7) Requests for Data.**

The following qualified individual is responsible for reporting and respond to all requests from the Commission and for the electronic submission of data including, but not limited to, program enrollments, program completers, examination results, transferring candidate transportability processes, Early Completion Option criteria, the number of Early Completion Option program completers, and state and federal reporting within the time limits specified by the Commission.

Corinne Muelrath, Regional Director

## **General Preconditions Established by State Law**

### **(8) Faculty Participation.**

SCOE and the North Coast Beginning Teacher Program will ensure that each faculty member or program facilitator who regularly teaches one or more courses relating to instructional methods shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b)*

### **(9) California Basic Educational Skills Test.**

Participants of the North Coast Beginning Teacher program shall meet the required basic skills requirement as part of their preliminary credential program. *Reference: Education Code Sections 44252 (f) and 44225 (n)*

Career Technical Education and Adult Education teacher will meet this requirements as described by CCTC.

### **(10) Certificate of Clearance.**

SCOE will not allow a candidate to assume teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d)*

## **Preconditions Established by the Commission for Clear Education Specialist Credential Programs**

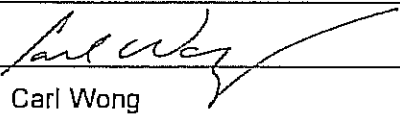
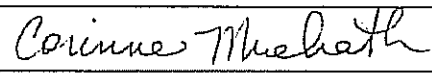
In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Education Specialist Clear Credential preparation shall adhere to the following requirements of the Commission.

- (11)** SCOE and the North Coast Beginning Teacher Program Clear Education Specialist Credential Program shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.
- (12)** SCOE and the North Coast Beginning Teacher Program Clear Education Specialist Credential Program shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.
- (13)** SCOE and the North Coast Beginning Teacher Program Clear Education Specialist Credential Program shall ensure that each Clear Education Specialist candidate's teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.



- (14) SCOE and the North Coast Beginning Teacher Program Clear Education Specialist Credential Program shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.
- (15) SCOE and the North Coast Beginning Teacher Program Clear Education Specialist Credential Program shall ensure that the IIP will be initiated within 60 days of employment.
- (16) SCOE and the North Coast Beginning Teacher Program Clear Education Specialist Credential Program shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

By their signatures below, the following representatives of the sponsoring agency, the Sonoma County Office of Education, and the North Coast Beginning Teacher Program make the above-listed assurances:

Name of Sponsoring Local Education Agency:	Sonoma County Office of Education
Signature of Superintendent:	
Name of Superintendent:	Carl Wong
Signature of BTSA Induction Program Director:	
Name of BTSA Induction Program Director:	Corinne Muelrath

(Precondition 1)

**General Preconditions and Assurances for Induction Programs  
Established by Commission and Department Policy**

The following general assurances reflect adherence to Education Code Section 44227(a) and constitute the agreement of the Sonoma County Office of Education Superintendent to sponsor the North Coast Beginning Teacher BTSA Induction Program.

1. The position and person within the organizational structure who is responsible for ongoing oversight *and* coordination of all educator preparation programs offered by the Sonoma County Office of Education is:

Corinne Muelrath, Regional Director

*(Precondition 2)*

2. The Sonoma County Office of Education (SCOE) serves as the LEA for the North Coast Beginning Teacher BTSA Induction Program. SCOE makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.

*(Precondition 3)*

3. The North Coast Beginning Teacher BTSA Induction Program currently serves over 100 school districts throughout a 6-county consortium and there continues to be a demonstrated need for the Induction Program in the region.

*(Precondition 4)*

4. As demonstrated in the program written narrative, the North Coast Beginning Teacher BTSA Induction Program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission and approved by the California Department of Education, including active participation in the CCTC Accreditation System, monitoring of the program by a Commission and/or a CDE staff member, and participation in focused reviews of one or more aspect(s) of the program.

*(Precondition 5)*

5. The following qualified individual is responsible for reporting and responding to all requests from the Commission and for the electronic submission of data, including, but not limited to, program enrollments, program completers, transferring candidate transportability processes, Early Completion Option criteria, and number of Early Completion Option program completers.

Corinne Muelrath, Regional Director

*(Precondition 6)*

6. The North Coast Beginning Teacher BTSA Induction Program assesses each candidate's standing in relation to the eligibility criteria for enrollment in a teacher induction program and admits only those candidates who meet the first requirement and the second, if applicable:
  - The candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential)
  - The candidate, if trained out of state, has less than two years of teaching experience.

*Reference: Education Code Sections 44279.1, 44279.4.*

*(Precondition 7)*

7. The North Coast Beginning Teacher BTSA Induction Program ensures the assignment of a support provider for each beginning teacher within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher.

*(Precondition 8)*

8. The North Coast Beginning Teacher BTSA Induction Program ensures that all Support Providers hold a valid California teaching credential, or have equivalent professional background and experience. These and additional qualifications are shared annually with Site Administrators and prospective Support Providers in the program's **"Support Provider Qualifications, Commitment and Selection Process"** document. Each candidate's possession of these qualifications is verified during the Support Provider selection process.

*Reference: Education Code Section 44279.*

*(Precondition 8)*

9. The North Coast Beginning Teacher BTSA Induction Program requires each candidate to demonstrate knowledge of methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language.

*Reference: Education Code Section 44259.5.*

*(Precondition 9)*

10. The North Coast Beginning Teacher BTSA Induction Program determines, prior to the recommending of a candidate for the Clear credential, that each candidate has completed the approved induction program. Completion is based on a body of evidence and a Portfolio Review. Completion is documented on a **"Completion Log"** and **"Teacher Record"** for each Participating Teacher.

*Reference: Education Code Sections 44259, 44274.2.*

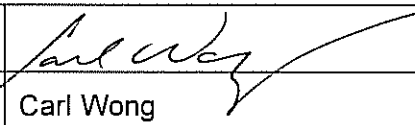
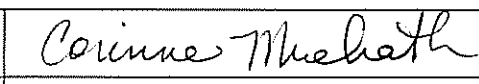
*(Precondition 10)*

11. The North Coast Beginning Teacher BTSA Induction Program makes available and advises candidates of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria. Candidates are advised of the option in the **"Participating Teacher Handbook."** Requirements for participation in the Early Completion Option are articulated in the Handbook and are also referenced on the program website.

*Reference: Education Code Section 44279.25.*

*(Precondition 11)*

By their signatures below, the following representatives of the sponsoring agency, the Sonoma County Office of Education, and the North Coast Beginning Teacher BTSA Induction Program make the above-listed assurances:

Name of Sponsoring Local Education Agency:	Sonoma County Office of Education
Signature of Superintendent:	
Name of Superintendent:	Carl Wong
Signature of BTSA Induction Program Director:	
Name of BTSA Induction Program Director:	Corinne Muelrath

*(Precondition 1)*



## VERIFICATION OF EMPLOYMENT AS AN ADMINISTRATOR

To be Completed by Employing Agency

### 1. Personal Information

Applicant's Full Legal Name: \_\_\_\_\_  
*First Middle Last*

Social Security Number: \_\_\_\_\_

### 2. Employing Agency

Title of Administrative Position: \_\_\_\_\_

Date Initial Employment in an Administrative Position is to begin (mm/dd/yy): \_\_\_\_\_

Name of Employing Agency: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
*Street*

\_\_\_\_\_  
*City State ZIP*

County of Employment: \_\_\_\_\_ Telephone: (\_\_\_\_\_) \_\_\_\_\_

Name of Immediate Supervisor: \_\_\_\_\_

Position: \_\_\_\_\_

Approved by:

\_\_\_\_\_  
*Name of Employer or Designee (print or type) Title of Employer or Designee*

\_\_\_\_\_  
*Signature of Employer or Designee Date*

### 3. Tentative Plan for Developing the Individualized Induction Plan

Mentor Tentatively Assigned to Credential Holder: \_\_\_\_\_

Position of Mentor: \_\_\_\_\_

Employing Agency: \_\_\_\_\_

Agency Tentatively Selected for Development of Individualized Induction Plan and Completion of Professional-level Program:

*I am aware that I must develop an Individualized Induction Plan during my first year of employment as an administrator.*

\_\_\_\_\_  
*Signature of Applicant Date*