



Sonoma County Office of Education
North Coast School of Education

North Coast Teacher Induction Program Handbook





Accredited Credential Programs

District Intern/Preliminary Programs

- Education Specialist Intern (SPED):
 - Mild/Moderate (M/M)
 - Moderate/Severe (M/S)
- Multiple Subject Intern (MS)
- Single Subject Intern (SS)

Clear Credential Programs

- Designated Subjects Adult Education (AE) [*Preliminary and Clear*]
- Designated Subjects Career Technical Education (CTE) [*Preliminary and Clear*]
- Education Specialist (SPED) [*all subject areas*]
- General Education (GE) - Multiple Subjects (MS) and Single Subjects (SS)

Sonoma County Office of Education

North Coast School of Education
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www.ncsoe.org
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Welcome from the Superintendent of Schools



The real role of leadership is climate control, creating a climate of possibility.

- Ken Robinson

Welcome to the North Coast School of Education's (NCSOE) North Coast Teacher Induction Program (NCTIP). You join approximately 900 other participants from five counties who are pursuing clear credentials. State law requires teachers to complete a California Commission on Teacher Credentialing (CCTC) accredited teacher induction program in order to be recommended for a clear teaching credential.

This catalog outlines the courses and induction services available for participants through NCTIP. Services include regular coaching, personalized professional development that is integrated with school and district goals, and competency indicators required for program completion.

As Sonoma County Superintendent of Schools, I am a strong supporter of this program and am honored to host the NCTIP program in Sonoma County. My educational initiatives have always focused on service to students, service to districts, and service to the community. I believe that one of the best ways to maximize support for education is through collaborative projects centered on building:

- A well-educated, career-ready workforce
- A vital, healthy, and engaged student community
- Educational programs that support early literacy for all students
- A strong cadre of teaching professionals effectively using 21st century instructional practices to fully engage young people in learning.

The North Coast Teacher Induction's deep commitment to teaching and learning has helped shape the induction experience in of the most innovative programs in our state.

I wish you the best as you pursue your career in the education field.

Sincerely,

Steven D. Herrington, Ph.D.
Superintends of Schools

Welcome from the Executive Director



*If your actions
inspire others to
dream more, learn
more, do more and
become more,
you are a leader.*

*- John Quincey
Adams*

On behalf of the North Coast School of Education, I would like to welcome you to the North Coast Teacher Induction Program (NCTIP). NCTIP is accredited by the California Commission on Teacher Credentialing and has been assisting districts in providing a teacher induction experience that meets high academic standards.

NCTIP provides credentialed teachers standards-based professional development, resources, credentialing services, support and technical assistance aligned to the California Standards for the Teaching Profession (CSTP). Induction provides a bridge linking the theory, knowledge, and skills acquired in the preliminary program to the realities of the classroom. A trained and experienced teacher mentor works with the new teachers to support them as they go through the program.

As Executive Director, I am a strong advocate of initiatives supporting student achievement and new teachers as they work and learn in the early part of their career in education. The North Coast School of Education is continually looking for ways to support the educators in our programs. During Induction, program staff will provide personalized professional development to participants. We also communicate regularly with school districts to ensure our programs are working in support of the needs of those schools in which our participants are employed. Our goal is to provide our Induction participants with professional development opportunities in 21st Century teaching and learning practices; support with California State Standard implementation, as well as technical and coaching to teachers as they are developing their professional practice. Our staff is a resource, and I encourage you to be an active part of the North Coast School of Education and communicate with staff on how we can improve your experience and our program.

Congratulations and I wish you the best in the coming year. We look forward to getting to know you and being elbow partners as you work through the program.

Sincerely,

Jason A. Lea
Executive Director
North Coast School of Education

Welcome to the North Coast Teacher Induction Program

Congratulations on selecting the North Coast Teacher Induction Program (NCTIP) for your Teacher Induction experience! Teacher Induction is a program supported by the California Commission on Teacher Credentialing to clear your preliminary credential and is designed to begin in your first year of teaching, providing the individualized job-embedded support you need as you develop and grow in your teaching practice. Our two-year Teacher Induction program offers state-approved courses that provide a bridge linking the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of job-embedded, daily classroom teaching.

This handbook outlines our program, explaining personalized professional development opportunities and the curriculum offered. In preparation for your Induction experience, please familiarize yourself with its contents.

Our website is another valuable resource to help you succeed in Teacher Induction. Visit www.ncsoe.org to find information specific to the teaching profession as well as policies that apply to participants. Our participants also have access online to a variety of resources and Resource Guides that contain support materials in the following areas:

- Adult Education
- Career Technical Education
- General Teaching Information
- Health and Safety in the Classroom
- Social Emotional Learning
- Teaching English Learners
- Teaching Special Populations
- Technology and Online Learning Tools

About this Program Handbook

Every effort has been made to assure the accuracy of the information in this catalog; participants and others should note that laws, rules, and policies change from time to time and that these changes might alter the information contained in this publication. Changes may come in the form of statutes enacted by the State Legislature or rules and policies approved by the Advisory Board of the North Coast Teacher Induction Program, Executive Director, or Superintendent of Sonoma County Office of Education. It is recommended that you consult with the staff at the regional office for the latest in updates or should you have any questions or concerns.

About the North Coast School of Education and the North Coast Teacher Induction Program

The North Coast School of Education's Vision, Mission and Goal

The vision of the North Coast School of Education is to build and support relationships, equity and student success. Through a mission of fostering empathy and equity among strong, creative and connected educators, NCSOE provides personalized, professional learning and training that supports an ongoing cycle of reflection and inquiry.



NCSOE strives to make a difference for all students by modeling and practicing respect for the ongoing learning required to build equitable school communities and a just and civil society for all. Our goal is to develop a workforce of teachers and leaders who engage in research-based educational practices, understand the importance of preparing students for college and career readiness, and who possess 21st-century skills to develop and implement innovative methods and ideas in California classrooms, schools and districts.

Our History

NCTIP started as the North Coast Beginning Teacher Project (NCBTP) in 1994. Over the years, in response to state and legislative requirements for Teacher Induction (formally known as BTSA) and the needs of school districts, our program has grown and continues to expand.

During our first year, we served approximately 50 participants. Today, NCTIP serves over 135 school districts supported by five

county offices of education (Del Norte, Humboldt, Mendocino, Nevada, and Sonoma), in addition to many other participating charter and private schools within those counties and the SELPA Charter members in the Santa Clara-Monterey corridor. Currently, NCTIP provides Induction to more than 900 Candidates on an annual basis.

We have also expanded our preliminary credential services to outlying areas, and currently have “Be A Teacher” Intern satellite programs in Lake, Mendocino and Santa Cruz counties.

Over time, we have established university partnerships (Brandman University, Dominican University, Humboldt State University, Sonoma State University, University of San Francisco, and University of the Pacific) in order to offer support to teacher interns and college credit for the completion of eligible program coursework.

Accreditation

California’s educator preparation accreditation system is designed to focus on the demonstrated competence of California’s teachers. The system features ongoing data collection and a 7-year cycle of activities, including at least one site visit. Success of the accreditation system is measured by the continuing viability of programs that produce effective educators for California’s students. NCSOE’s preliminary and clear programs are fully accredited by the CCTC.

Preliminary Credential Program Accreditations

Education Specialist

- Mild/Moderate (M/M)
- Moderate/Severe (M/S)

General Education

- Multiple Subjects (MS)
- Single Subject (SS)

Clear Credential Program Accreditations

Designated Subjects

- Adult Education (AE)
- Career Technical Education (CTE)

Education Specialist

- All subject areas

General Education

- Multiple Subjects (MS)
- Single Subject (SS)

The Benefits of NCSOE’s North Coast Teacher Induction Program

- **Receive** weekly support and guidance from a trained Mentor Teacher.
- **Participate** in job-embedded personalized professional development (both online and face-to-face) that addresses a variety of topics in different grade levels for 21st century students.
- **Improve** your teaching practices and instructional strategies through an Individual Learning Plan (ILP).
- **Experience** schedule flexibility, including an Early Completion Option (ECO) for qualified candidates.
- **Receive** individualized counseling and advisement by NCTIP staff.
- **Meet** the Commission-approved Induction program requirements for your California Clear Credential.
- **Obtain** program materials and valuable resources.
- **Earn** university credit (*optional*).



“The camaraderie among teachers is very inspiring.”

- Sonoma County

Fee for Service Information

The North Coast School of Education’s (NCSOE) NCTIP is a full “fee for service” model that provides increased access to quality Teacher Induction for districts that are employing new teachers in the region. This model closely mirrors the state implementation of the Local Control Funding Formula (LCFF).

NCTIP works with each district/site in the consortium to provide services, support and professional development to teacher

Candidates and Mentors. A Memorandum of Understanding (MOU) is created that delineates the roles and responsibilities for each district/site.

Most school districts/sites in the NCTIP consortium cover the cost of Induction for teachers. It is important that you find out if your district has agreed to cover these fees. Teachers employed at private schools are charged for Induction based on the current fee structure. NCTIP also provides credential services to teachers outside the region on a case-by-case basis through individualized MOUs based on our current fee structure. Visit the [NCSOE website](#) for the most current Fee for Service information.

Enrolling in the Teacher Induction Program

The North Coast Teacher Induction Program (NCTIP) strives to make the process of participating in Teacher Induction and clearing your credential a valuable and rewarding experience.

Step 1: Inquire About Teacher Induction

As soon as you are hired and have signed your employment paperwork, ask about the Teacher Induction Program available in your district or county. Del Norte, Humboldt, Mendocino, Nevada, or Sonoma counties typically partner with NCTIP for Induction. If you are in another county and/or district that does not offer an Induction Program, contact your local County Office of Education for county-specific options and information.

Step 2: Complete an Advisement Form from your District's Personnel Office (if requested)

If requested by your district, complete an Advisement Form which outlines your responsibilities regarding the clearing of your credential. Each school district in the NCTIP consortium has a designated District Coordinator. The District Coordinator acts as a liaison between NCTIP and their district, verifying teacher employment and approving Mentor Teacher funding.

Step 3: Become Assigned to a Mentor Teacher

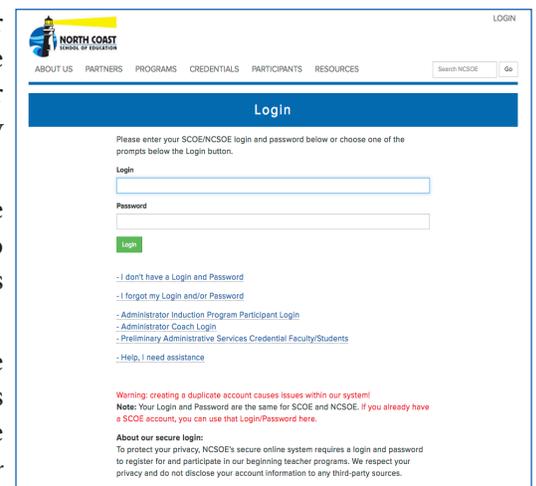
Your school or district is responsible for matching you with an experienced teacher within the first 30 days of program enrollment who will act as your Mentor. Talk with your Administrator or NCSOE District Coordinator about the process for determining who will be your Mentor to coach, assess and support you through your entire Induction experience.

If, for any reason, a Candidate and Mentor are not working together effectively, the District Coordinator, Program Coordinator or Regional Director should be informed regarding a possible reassignment. For more information, please refer to [NCSOE's Mentor Reassignment Policy](#) located on the NCSOE website.

Step 4: Create an NCSOE account and register for your professional learning (visit www.ncsoe.org)

Steps to getting started:

- Create an NCSOE online account** on the [NCSOE website](#). To protect your privacy, the Sonoma County Office of Education's (SCOE) secure online system requires a login and password. SCOE and NCSOE respects your privacy concerns and does not disclose your account information to any third-party sources.
- Register** for and attend an **NCSOE Orientation** with your Mentor. Visit the **Program Calendar** under the **Participants** tab on the [NCSOE website](#) to view your options. Attending your Orientation as soon as possible ensures you are provided with important information about program completion.
- Consider** taking the **Starting Out Right online course (optional)**. This course provides ideas and strategies for setting up your classroom, identifying rules and procedures, first-day tips and other helpful hints. This course will take about two hours and can be accessed through your NCSOE account (*lower right side of the screen under the Online Professional Learning button*).
- Register** for and attend **professional learning classes** that relate to the focus of your inquiry goals. NCSOE offers a variety of professional learning opportunities that provide in-depth learning aligned with your Individual Learning Plan (ILP) (See [Appendix - NCSOE Course Catalog](#)). Mentors may choose to attend the classes with their Candidates. Visit the **Program Calendar** under the **Participants** tab on the [NCSOE website](#) to view your options.
- Register** for and attend an end-of-year **NCSOE Sharecase** with your Mentor. NCSOE Professional Learning programs



culminate with a **required** Sharecase that Mentors and Candidates attend together to reflect on their personal and professional growth throughout the year. Visit the **Program Calendar** under the **Participants** tab on the [NCSOE website](#) to view your options.

Step 5: Questions?

For program questions: contact your Program Coordinator. Each Program Coordinator's contact information is listed on our website, www.ncsoe.org.

Teacher Induction Program Overview

NCTIP is a two-year program that provides Candidates with specially designed, CSTP-based professional growth that links the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of daily classroom teaching. The program is built upon a research-based, theoretical framework grounded in Adult Learning Theory (Knowles, 1968) with the key assumptions of learning that is:

- Self-directed
- Builds on prior experience
- Relevant
- Includes ongoing feedback & support
- Immediately applicable
- Based on problem solving
- Experienced in a safe environment

This is evidenced by:

- A transition from the preliminary program through a bridging document* that leads to the consolidation of the Individual Learning Plan (ILP) in Induction
- Action research conducted through the ILP and supported by an experienced teacher
- Individualized learning that includes “tools for tomorrow” that can be implemented immediately
- A choice of personalized, professional learning
- Relevant connection to the current teaching assignment
- Regular feedback provided by multiple sources
- Mentor training based on building trusting, safe relationships

* All Candidates complete and bring with them to Induction an Individual Development Plan, or bridging document, that they developed in their teacher training program. This document, based on an assessment of growth along the Teacher Performance Expectations (TPE), serves as a “bridge” from the preliminary program to the clear program (Induction), and is the foundation of creating the Individual Learning Plan for Induction.

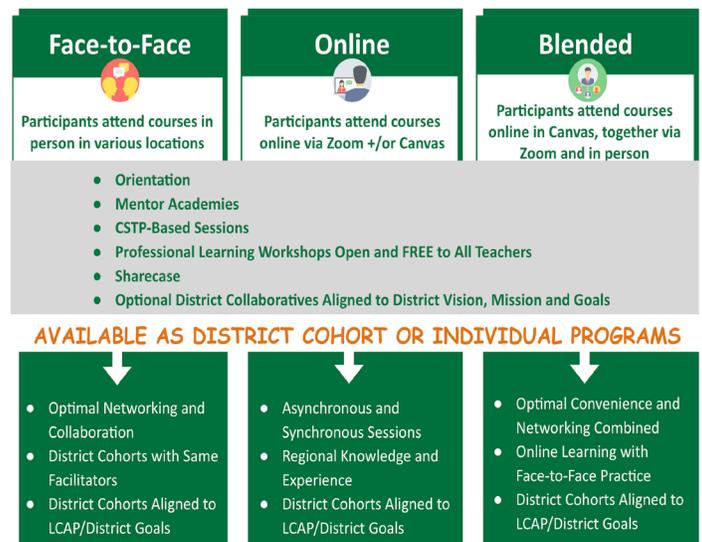
In addition to basing Induction work on the principles of andragogy (Knowles, 1968), as we are working together as adults, the program's mission of personalized, professional learning uses the following research-based teaching frameworks to teach and learn:

- The Continuum of Learning-Focused Interaction (Lipton and Wellman, 2013)
- Social and Emotional Learning Framework (CASEL, 1994)
- Growth Mindset (Dweck, 2006)

Work that Candidates do in Induction uses the theoretical learning framework of **Experiential Learning: Learn by Doing** (Kolb, 1984) and is the basis for the unit's PDRA (Plan-Do-Reflect-Act) continuous learning cycle as well as the APTRA (Assess-Plan-Teach/Do-Reflect-Apply) cycle in Teacher Induction.

Personalized, professional development tailored to a personalized learning plan, the ILP, offers an opportunity for each Candidate to reflectively examine teaching practice through a variety of empirical, theoretical, and cultural lenses in order to develop sound strategies and innovative pedagogy for a variety of 21st-century educational settings.

Face-to-Face, online, and blended professional learning are available to participate in with or without your Mentor. Upon district approval, a district cohort of all teachers wishing to participate and align to district goals is also available.



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The Induction experience is organized into four inquiries that focus on inquiry-based action research and reflect the philosophy, purpose and goals of the California Standards for the Teaching Profession (CSTP), California Teacher Induction Standards, and NCTIP. Upon successful completion of Teacher Induction and credential requirements, Candidates are eligible for their California Clear Credential, which the program recommends to CTC on their behalf.

At the heart of the Induction journey is the Mentor, an experienced teacher who provides ongoing feedback and support to the Candidate through the Individual Learning Plan (ILP), a highly-personalized plan of action to analyze long-term teaching practice. (*Read the [Mentoring-Based System section](#) for more information about how NCSOE trains and supports Mentors.*)

Eight Components of the Teacher Induction Program

Component 1: Advisement

Teachers new to the profession in California who hold a Preliminary Credential are eligible to participate in Teacher Induction. In the 2020-21 school year, Candidates on a Variable Term Waiver (VTW) or Intern Credential may be eligible for Induction due to circumstances of the Covid-19 pandemic of 2019-20 and upon approval by the CCTC.

At the point of hire, a district representative may provide you with an Advisement Form that can be used to analyze your credential to determine the individual requirements set forth by the California Commission on Teacher Credentialing (CCTC) necessary to obtain a California Clear Credential.

Component 2: Enrollment in the Induction Program

At the point of hire, or soon after, it is critical that you and your Mentor complete the online enrollment for NCTIP at www.NCSOE.org. Enrollment typically opens in early August of each year; mid-year hires may be considered for January enrollment.

Component 3: District & School Level Support

District personnel and the site principal/administration contribute to the support provided to new teachers. Along with the initial advisement, the district and school play key roles in supporting the Induction Program.

The school district employs a District Coordinator to act as a liaison with the North Coast Teacher Induction Program. The District Coordinator is responsible for matching Candidates with Mentors within the first 30 days of a Candidate's program enrollment, verifying teacher employment and approving Mentor funding.

The Site Administrator at each Candidate's school conducts a new teacher's initial site orientation within 60 days of program enrollment, informing them about resources, personnel, and policies and procedures at the school site, meets with the Candidate and Mentor to collaborate on job-embedded goals for Induction, as well as performs a mid-year check in with the Candidate and Mentor. The work of the Candidate in Teacher Induction, including the job-embedded goals of the Individual Learning Plan, must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Component 4: Mentor Teacher

You will be assigned a Mentor Teacher to coach, assess, and support you in meeting the complexities of the teaching profession and completing the requirements of the Induction program. This partnership is the most important aspect of the Induction Program. If your district has difficulty in matching you to a local or site-based Mentor, NCSOE provides Virtual Mentors that serve throughout the region. If needed, ask your District Coordinator to reach out to their county Program Coordinator.

Mentors meet with you for a minimum of one (1) hour per week for a total of four (4) hours per month and attend an NCSOE Orientation and end-of-year Sharecase with you.

Throughout the Inquiry (semester), you complete an Individual Learning Plan (ILP) by developing a personalized growth plan with your Mentor and employer, and plan, problem-solve, and reflect on your teaching practice. With the guidance of your Mentor, you participate in professional development and Inquiry-specific activities. Mentors observe lessons in order to gather formative assessment evidence. (*Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.*)

NCTIP Mentor Teachers receive hands-on training throughout the year. This training provides them with the skills and tools they need to effectively coach you, helping you to apply what you are learning and to grow in your teaching practice. (*Read the [Mentoring-Based System section](#) for more information.*) NCTIP recognizes that your success is directly related to the bond of trust, confidentiality, and commitment to the goals of Induction that Mentor Teachers provide.

Component 5: ePortfolio Review Team

In addition to submitting portions of your ePortfolio work to your Mentor for feedback and to use it as a tool to monitor that you and your Mentor are meeting, an ePortfolio Review Team will provide feedback on ePortfolio evidence submitted through the program's Learning Management System (Canvas) at the end of each Inquiry (semester). The feedback from your Mentor and this Team guides and assists you in meeting the required competencies and serves as evidence required by the program and the California Commission on Teacher Credentialing (CCTC) to clear your credential.

Component 6: Personalized Professional Learning



Candidates and Mentors may participate together in professional learning as it relates to the Candidate's ILP. This professional learning, along with Induction activities, are designed to provide teachers with opportunities to reflect on their teaching practice using the California Standards of the Teacher Professional (CSTP) and credential standards as model of effective practice. It assures Candidates have the resources necessary to accomplish their professional growth goals and activities as noted on the ILP, including the consistent practice of reflection, analysis of student learning and other outcome data, and connection to a larger professional learning community of collaborating with other teachers (*CCTC Program Standard 3*). NCTIP feedback from participants notes that NCTIP courses and workshops are "the best professional development opportunities" they have ever received.

While Candidates are required to complete professional learning as it relates to their ILP, this professional development may be completed with our NCTIP sessions, within their own district or site, and/or satisfied through a variety of other professional learning opportunities, such as local universities or other organizations or activities that provide opportunities for in-depth, extended learning that is aligned to the focus of the Candidate's ILP. Mentors may choose to attend these opportunities together with the Candidate, but are not required to do so.

A list of NCTIP professional learning opportunities is available on the [NCSOE website](#) and provided during program enrollment. Sessions require advanced registration online. If participants must change their registration, they may choose an alternate location/date. NCSOE provides several opportunities and modes of delivery, regionwide, for the various professional learning classes.

Professional Learning, along with the completion of all NCTIP program requirements, qualifies participants to earn college credit for their Teacher Induction work for salary advancement and/or credential recommendation/renewal. Visit the [NCSOE website](#) for more information.

Component 7: Reflective Assessment

During the Teacher Induction Program, you and your Mentor work through two years in four Inquiries through a cycle of Assess, Plan, Teach/Do, Reflect, Apply (APTRA) as outlined in the [Overview and Roadmap document](#). Each Inquiry is a cycle of reflective assessment and includes inquiry-based action research.

The NCTIP Reflective Assessment System measures the improvement of each Candidate's practice by utilizing the CSTP, the *Continuum of Teaching Practice*, and the CCTC Induction Program Standards. It also measures student learning in relation to the state-adopted academic content standards and state frameworks. Using these specific criteria, a focused and integrated system of support and assessment guides your professional development and competency.

Well-trained Mentors play a critical role in the implementation of this system. They are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the CSTP, state-adopted academic content standards and frameworks, and the credential standards. Through ongoing weekly meetings and professional development, as well as classroom observations, Mentors gather evidence of classroom practice. Mentors then



reflect with you about the observed evidence in order to improve your classroom teaching. Research indicates that this peer coaching is an effective strategy for all teachers, not just teachers new to the profession.

Component 8: Program Completion

Upon successful completion of each semester's Inquiry, you submit to program staff accumulated evidence of the learning focused through professional growth goals and activities in a professional e-Portfolio. This culminating evidence, along with the program database, is used by the Leadership Team to verify completion of program requirements. Completion of Induction includes mastery towards the CSTP as demonstrated in the end-of-year Sharecase with other teachers and evidenced in your ePortfolio by observed and documented evidence, collaboratively assembled by you, your Mentor, and other colleagues.

The final review of the culminating evidence takes place during the ePortfolio review at the end of each Inquiry. The Leadership Team recommends to the Executive Director only those Candidates who have completed all requirements of the credential program. The Credential Advisor submits the online recommendation for the California Clear Credential to CCTC. Upon receipt of the CCTC confirmation email, you pay the clear credential fees online and the process is finalized with the issuance of the clear credential.

Early Completion Option (ECO)

In accordance with the Scott Bill (SB 57), NCTIP's ECO program is designed for more experienced new teachers to complete Teacher Induction at an accelerated pace. To be eligible, a teacher must have passed the Teacher Performance Assessment (TPA) and Reading Instruction Competence Assessment (RICA), is able to demonstrate exemplary teaching skills and competencies, and can verify having previous successful teaching experience.

During the first year of the Teacher Induction program, NCTIP staff and Mentor teachers identify potential ECO Candidates based on their ability to document and verify the meeting of the ECO criteria. Upon successful completion of the first semester of Induction and the submission of an application with required supporting documents, NCTIP staff will contact the principal and/or employer to validate support and suitability of the ECO for the Candidate. Successful Candidates and their Mentors will then continue to complete the one (1) year of NCTIP, in which the Candidate works with their trained Mentor, meeting weekly, and addressing all other program components successfully and on time, including participation in professional learning and submitting Inquiry ePortfolio submissions for each Inquiry. All of the ECO criteria must be met as determined by NCTIP and the employing district in order to receive a recommend for a clear credential.

To obtain an application and learn more about the approval process, please review the [Early Completion Option Policy](#) on the NCSOE website.

Note: ECO Candidates/Mentors are NOT eligible to receive extended education units for their second year as they are considered complete.

Credential Standards

Each credential program (Multiple/Single Subjects and Education Specialist) has a unique set of standards that must be met in order to obtain the California Clear Credential.

Candidates demonstrate the ability to apply the understanding and application of the credential standards through the various activities completed during the Teacher Induction Program and recorded in the ePortfolio. Throughout the program, ePortfolios are reviewed regularly by your Mentor and submitted at the end of the Inquiry to Canvas as a means to demonstrate progress towards program completion. Evidence found in your ePortfolio shows how you have met/not met the standards.

The core standards for the various credential programs can be found on the website (www.ncsoe.org) under the specific credential areas.

General Education - Multiple and Single Subject Credentials

NCTIP is accredited for clearing both Multiple and Single Subject credentials. As a result, teachers with Preliminary General Education Credentials (either Multiple or Single Subject) can clear their credential through NCTIP.

Education Specialists – Preliminary or Level I Credentials

Education Specialist Teachers with a Preliminary or Level 1 Mild/Moderate, Moderate/Severe, Early Childhood, Visually Impaired, Physical or Health Impairments, and/or Deaf/Hard of Hearing credential are eligible to participate in Teacher Induction.

Candidates with a Education Specialists Level I credential who have already completed a full, accredited Induction program do not need to repeat professional development or assignments; instead, they participate in Level II seminars to address the content from the Level II program standards. Upon completion of the NCTIP Teacher Induction Program and credential requirements, Education Specialist Teachers with a Preliminary or Level 1 credential are eligible to be recommended for a Clear Credential.

Designated Subjects - Adult Education (AE) and Career Technical Education (CTE)

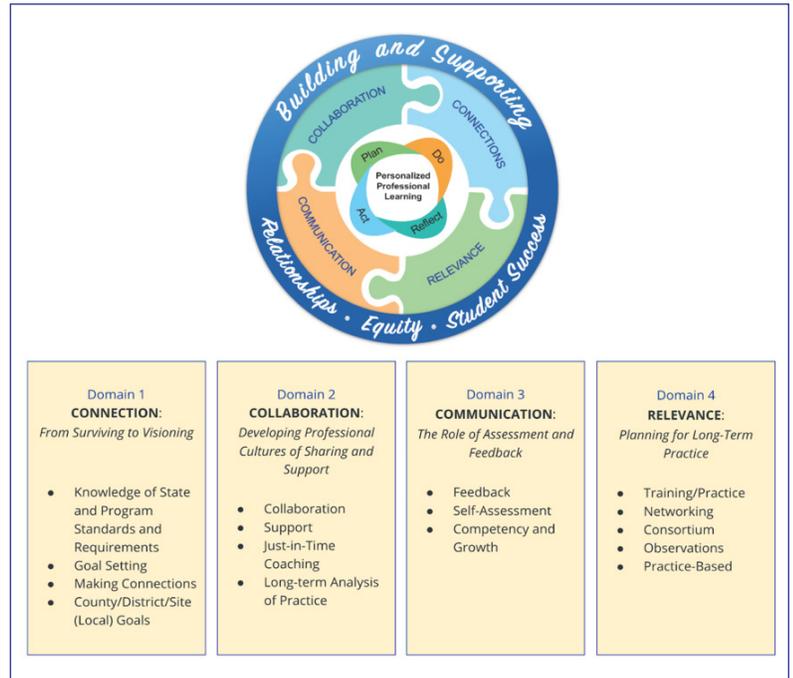
Please visit the Designated Subjects Credential Program under the Programs tab on the [NCSOE website](#) for information on clearing these credentials.

NCSOE's Mentoring-Based System

Through continuous improvement, NCSOE stakeholders and program staff developed a research-based common framework for training and supporting Mentors across all programs that identifies **four domains** that are critical to the success of all Mentors: **Connecton, Collaboration, Communcation and Relevance.**

These domains, adapted from the work of Malcolm Knowles (1968) with adult learning theory, are explored and practiced throughout a cycle of inquiry of Plan-Do-Reflect-Act (PDRA) grounded in personalized, professional learning and leading to building and supporting student success, equity, and relationships.

Mentors are trained and complete program requirements based on this framework and the domains to provide high-quality “just-in-time” (as needed) support to Candidates as well as long-term analysis of the teaching practice through this training, meetings, ongoing feedback, classroom observations, networking, self-assessment and more. Through the mentoring-based system, NCTIP supports the Mentors who support Candidates. For many reasons, Mentors are the heart of NCTIP.



The Important Role of the Mentor

Mentors provide critical support in guiding new teachers with subject/content knowledge, lesson planning, and reflection. They help orient their Induction Candidate(s) to the school community and teaching profession while providing personalized “just in time” support that assists new teachers with immediate daily needs (i.e., behavior concerns, parent issues, etc.), creating a smooth transition from the theoretical learnings of teacher preparation coursework to the realities of the classroom.

Building a trusting relationship is essential. Mentors build this rapport by creating an environment free of judgment, maintaining confidentiality, and providing support that invites honest, open dialogue and reflection. *(Note: Mentors do not evaluate their Candidate(s)/Intern(s)/Permit Holder(s), nor is it part of their role to share evaluative information with administration.)*

Mentors are eligible to receive a stipend after program-year completion. This stipend is based on completion of program requirements. Check with the District Coordinator for the stipend amount paid by the district as this may vary. Mentors supporting Candidate(s) are also eligible to purchase college credit for successful completion of program requirements. Visit www.NCSOE.org for more information.

Here's what Candidates are saying about their Mentors:

- ★ *My Mentor went above and beyond for me - she was a friend, advocate, and teacher for me. I will always treasure what she has provided me in this first year of teaching.*
- ★ *Having a Mentor is the most beneficial part of this program. It is so nice to have someone to reflect with.*
- ★ *I felt supported throughout my entire process with this program.*
- ★ *I had a fantastic Mentor who was able to guide me in the right directions to strengthen my talents as a teacher.*
- ★ *My Mentor has been so helpful and knowledgeable. I do not think I would have made it through this year without her.*

The Mentor's Responsibilities

Each Mentor meets with their Candidate for a **minimum of one hour per week** to plan, problem-solve, provide “just in time” and deeper analysis and reflection on teaching practice.

In addition to the weekly meetings, Mentors will perform the following:

- **Facilitate growth and development** by modeling guided reflection on practice and feedback on classroom instruction (CTC Induction Program Standard 4)
- **Connect Candidate with resources** to support professional growth in individual areas of focus (CTC Induction Program Standard 4)
- **Support development and reflective practice** on Candidate's individual goals (CTC Induction Program Standard 4)
- **May attend professional learning opportunities with Candidate** (*not required*)
- **Review Candidate's evidentiary ePortfolio submissions** required for credential recommendation
- **Schedule and attend the Mid-year Site Administrator Check-In with Candidate**
- **Share Mentor Self-Assessment** with Administrator and Candidate at Mid-Year Check-In
- **Observe Candidate** once in the Fall (including quick observation) and once in the Spring, as well as assist with observations of colleagues, if possible
- **Support Candidate in the Reflective Growth Process**
- **Notify Program Coordinator** if Candidate fails to submit documents or is encountering other challenges



NCSOE's Mentoring System and State Standards

In response to California Commission on Teacher Credentialing's (CCTC) program standards adopted in October 2016, NCSOE enhanced their Mentor program to create a Mentoring-Based System that combines research-based practices, professional development opportunities and training in order to strengthen the Candidate-Mentor relationship and improve new teacher success and retention. The following chart illustrates how NCSOE addresses CCTC's program standards:

CTC PROGRAM STANDARD	NCSOE's MENTORING SYSTEM
Standard 2: Components of Mentoring Design	<p>One of the goals of the Mentor is to strengthen their new teacher's professional practice and contribute towards their retention in the teaching profession. NCSOE does this by having Mentors:</p> <ul style="list-style-type: none"> • Provide multiple opportunities for the mentee to demonstrate growth in the CSTP (Candidates) or TPE (Interns) • Work in consultation with site administration and the mentee to address CSTP/TPE growth via individualized goals identified in the Individual Learning Plan (ILP) • Provide “just-in-time” (“on the spot”) mentoring support and longer-term analysis of the mentee's teaching practice
Standard 3: Designing and Implementing Individual Learning Plans (ILP) within the Mentoring System	<p>Mentors work with site administration and the mentee to develop and Individual Learning Plan (ILP)/individual goals that:</p> <ul style="list-style-type: none"> • Reflect growth of understanding and practice of the CSTP (Candidates) or TPE (Interns) • Are inquiry-based • Provide opportunities to practice and refine teaching practice • Include professional development and support opportunities • Include Mentor support and guidance • Describe how outcomes will be met and provides for planned reflection • Include the practice of reflection on effectiveness via data analysis • Provide opportunities to connect with a larger professional community • Include feedback on classroom instruction • Include collaboration between the Mentor, mentee and site administration in setting job-embedded goals and identifying resources and support • Include resources to accomplish job-embedded goals, including planned time as a Mentor-mentee team and observation of peers • Are reviewed periodically by the Mentor and the mentee and adjusted as needed
Standard 4: Qualifications, Selection and Training of Mentors	<p>Mentors are provided with ongoing training and support through online and in-person professional development that includes, but is not limited to:</p> <ul style="list-style-type: none"> • Coaching and mentoring • Goal setting • Use of appropriate mentoring instruments (i.e., TPE, CSTP, CTP, NTC Continuum of Mentoring Practice) • Best practices in adult learning • Support for individual mentoring challenges • Reflection on mentoring practice • Opportunities to engage with mentoring peers in professional learning networks

What are the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE)?

These are the standards used by the California Department of Education and the Commission on Teacher Credentialing to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice.

About Mentor Professional Learning

NCSOE provides Mentors with invaluable professional training to enhance their coaching and mentoring skills and better support the success of their Candidate(s). Mentors receive ongoing support and training through professional learning where they gather for specialized instruction and practice of concepts learned in their initial online training as well as exposure to new information and opportunities. Below is a list of NCSOE's required Mentor trainings:

- Complete **The Launch** (*online training in Canvas*) within 2 weeks of enrollment
- Attend the **NCSOE Orientation** at the beginning of Induction with their Candidate
- Attend Mentor training (**Mentor Academy classes**) throughout the Fall, Winter, and Spring (*Training recommendations are provided through the interactive Mentor Self-Assessment that Mentors complete upon enrollment.*)
 - **New Mentors (1st Year)** attend Mentor Academies 301, 302 and 303
 - **Returning Mentors (2nd and 3rd Year)** attend one Mentor Academy of their choice and any other professional learning opportunities
 - **Experienced Mentors (4th and 5th Year)** attend any professional learning of their choice
- Attend the **NCSOE Sharecase** at the end of each year of Induction with their Candidate
- Optional* - Choose from the **other professional learning** offered through NCSOE (*described in Other Professional Development Opportunities section*)
- Optional* - Consider attending NCSOE's **Professional Coaching and Mentoring Series (PCMS)** as an opportunity to develop and practice support strategies

The Launch (*required online training in Canvas*)

The Launch provides Mentors with foundational training and principles about serving as a Mentor in a NCSOE program. Topics include: The What and Why of Mentoring, How Mentors Support Mentees, The Assessment and Practice of Mentoring (*includes completion of the Mentor Self-Assessment*). Mentors are required to complete this online course within the first two weeks of registration.

NCSOE Orientation

Mentors attend an Orientation with their Candidate(s) that sets the stage for the Induction experience, highlighting the research-based theoretical framework of the Mentoring-Based System and covering program components and roles and responsibilities. Mentors learn how NCSOE supports them in supporting their Candidates.

The Mentor Academies

After completion of The Launch and Orientation, Mentors choose and pre-register for Mentor Academies (professional learning opportunities designed for Mentors) through the NCSOE website. NCSOE offers a variety to choose from throughout the year. Below is a list of some of the offerings. A complete list of all professional learning opportunities is available on the NCSOE website. Courses change based on need and most requested.

Mentor Academy Options

- MAC 301: Foundations of Inquiry-based Mentoring
- MAC 302: Art of Observation
- MAC 303: Becoming a Super Mentor
- MAC 304: Mentoring for Equity
- MAC 305: Mentoring for Collaboration
- Building the Mentor Role (online)*
- Building the Mentoring Practice*
- Extending the Mentor Practice*
- Specialty Mentor Academies (i.e. Interns)

** Classes from the Professional Coaching and Mentoring Series can be taken independently or as a complete series.*

Professional Coaching and Mentoring Series *(optional)*

One of the blended-learning, Mentor professional learning opportunities is the Professional Coaching and Mentoring Series (PCMS) that includes **Building the Mentor Role** (online review of foundational Mentor skills), **Building the Mentor Practice** (face-to-face or Zoom practice of skills), and **Extending the Mentor Practice** (independent fieldwork project).

To further develop their practice, Mentors can participate in PCMS as an individual three-hour training or a fifteen-hour series eligible for college credit. Mentors sign up for these optional trainings through [NCSOE's website](#). (PCMS is also available to those non-partnering agencies outside of NCSOE for a fee.)

PCMS provides experienced educators with the skills and practice necessary to develop their work as Mentors with colleagues. It uses concepts from *Learning-Focused Supervision*, by Laura Lipton and Bruce Wellman, along with other mentoring-based design ideas, and provides strategies that are research-based and proven to be effective for adult learners.

NCSOE Sharecase

Mentors attend an end-of-year Sharecase with their Candidate(s) to reflect upon the school year and their growth as an educator. The completion of the Candidate's Individual Learning Plan (ILP) and/or the Intern's Bridge Document is the main focus for Candidate(s) to examine their teaching practice, share their experience, collaborate with colleagues, and engage in a broader professional community. Mentors share their Mentor Self-Assessment in relation to how they've supported their Candidate(s).

Other Professional Learning Opportunities

In addition to ongoing support and development, Mentors are invited to attend other professional learning opportunities with or without their Candidate to further develop their mentoring craft. NCSOE offers a variety of topics throughout the year (face-to-face, online work-at-your-own-pace, and/or virtual live streaming). A complete list of all professional learning opportunities is available on the NCSOE website. Courses change based on need and most requested. A sampling of topics are listed below.

Professional Learning Topics

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Best Practices in Online Teaching • Classroom Management • Connection Before Content (Student Engagement) • Relationships and Routines • Access and Equity | <ul style="list-style-type: none"> • Designing Lessons for Diversity • From Assessment to Instruction • Collaborating with Community (Classroom, School, Parents, beyond) • Social Emotional Learning • Assessing Student Learning | <ul style="list-style-type: none"> • Equity and Bias • Innovative Technology Techniques • Legal and Ethical Issues in Teaching (Social Media) • Trauma-Informed Teaching |
|--|---|--|

Appendix - NCSOE's Professional Learning Course Catalog

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

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

CSTP-Based Professional Learning Opportunities

Open to Candidates and Returning or Experienced Mentors

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

Additional Professional Learning Opportunities

Open to both Candidates and Mentors

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

Mentor Academy Opportunities

Open to Mentors

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

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