



Sonoma County Office of Education
North Coast School of Education

North Coast Teacher Induction Program Handbook





Accredited Credential Programs

District Intern/Preliminary Program

- Administrative Services Credential
- Designated Subjects Adult Education (AE)
- Designated Subjects Career Technical Education (CTE)
- Education Specialist Intern (SPED) [*Mild/Moderate (M/M) and Moderate/Severe (M/S)*]
- Multiple Subject Intern (MS)
- Single Subject Intern (SS)

Clear Credential Programs

- Administrative Services Credential
- Designated Subjects Adult Education (AE)
- Designated Subjects Career Technical Education (CTE)
- 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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Welcome



From the Superintendent of Schools Steven Herrington, Ph.D.

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 handbook outlines the Induction services available for participants through NCTIP. Services include regular coaching, personalized professional learning 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.

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

- Ken Robinson



From the Executive Director Jason Lea, Ed.D.

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 learning, 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 learning 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 learning opportunities in 21st Century teaching and learning practices; support with California State Standard implementation, as well as technical skills 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.

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 professional learning that provides 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 learning 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 handbook; 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 if you have any questions or concerns.

About North Coast School of Education

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.

The History of the North Coast Teacher Induction Program (NCTIP)

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 four county offices of education (Del Norte, Humboldt, Mendocino, 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.

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 teachers and college credit for the completion of eligible program coursework.

State 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.



The Benefits of NCSOE's North Coast Teacher Induction Program

NCSOE provides:

- **A Mentor**, a trained experienced teacher who supports the professional growth to their mentee(s) through weekly meetings and coaching sessions.
If your district is having difficulty assigning you with a Mentor from your school site, NCSOE offers Virtual Mentors. Learn more by contacting NCSOE at (707) 524-2818 or ncsoe@scoe.org.
- **Professional learning opportunities** that provide tools and skills that enhance and deepen the participant's understanding with "take aways" that can be immediately applied to the classroom and/or mentoring settings.
- **Schedule flexibility**, including an Early Completion Option (ECO) for qualified Candidates.
- **Individualized credential counseling and advisement.**
- **Program materials and resources** that guide best practices for teacher success.
- **A clear credential recommendation** upon successful program and credential requirement completion.
- **University credit (optional)** is available for purchase after successful semester completion through one of NCSOE's partner universities. Visit www.NCSOE.org for more information.

Fee for Service Information

NCSOE's NCTIP is a full "fee for service" model that provides increased access to quality Teacher Induction for districts and school sites that are employing new teachers. 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 learning 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.

Participating in Teacher Induction

As soon as you are hired as a “teacher of record” and have signed your employment paperwork, ask about the Teacher Induction Program available in your district or county. Del Norte, Humboldt, Mendocino, 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.

If requested by your district, complete an [Advisement Form](#) which outlines your responsibilities regarding the clearing of your credential. Each school district/site has a designated District Coordinator. The District Coordinator acts as a liaison between NCTIP and their district, matching Candidates with Mentors, verifying teacher employment and approving Mentor Teacher funding.

Being Assigned to a Mentor

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 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. [Learn more about NCSOE’s Mentor Reassignment Policy.](#)

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.*
- ★ *I had a fantastic Mentor who was able to guide me in the right directions to strengthen my talents as a teacher.*
- ★ *I felt supported throughout my entire process with this program.*
- ★ *My Mentor has been so helpful and knowledgeable. I do not think I would have made it through this year without her.*

Enrolling in NCTIP

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. In order to begin participating and gain access to your online courses and resources, professional learning opportunities, you will need to follow the enrollment steps outline on the [NCSOE website](#). Enrollment typically opens in early August of each year; mid-year hires enroll in January.

Each year includes a required Orientation where you learn about program requirements and ends with a required Sharecase where you reflect on and celebrate your personal and professional growth. It is important that you attend both of these meetings with your Mentor. Throughout the year, with support from your Mentor, you will be working on your inquiry goals and developing your Individual Learning Plan (ILP).

NCSOE encourages all new teachers to complete Induction in their first and second years of teaching (as noted by CTC). If, under extenuating circumstances, a new teacher may delay induction. However, by doing so the new teacher does not have access to the weekly support and guidance for a trained Mentor, structured professional learning, and direct support in clearing their credential. [Learn more about NCSOE’s Delay Induction Policy.](#)

Alternatively, Candidates needing more time to complete Induction, may apply for an extension of Induction. [Learn more about NCSOE’s Extension for Induction Policy.](#)

NCTIP 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 are modeled by program staff and 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 share an Individual Development Plan (IDP) 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 (ILP) for Induction.*

In addition to basing Induction work on the principles of andragogy (Knowles, 1968), 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 learning tailored to a personalized learning plan through the development of the ILP, offers an opportunity for each Candidate to conduct action research and 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. Check with your district for other specialized cohorts, such as one for Educational Specialists.

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 the California Commission on Teacher Credentialing (CCTC) 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 ILP, a highly-personalized plan of action to analyze long-term teaching practice. [Learn more about how NCSOE’s Mentoring-Based System trains and support 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. Beginning in 2020-21, Candidates who hold a Preliminary Credential with a Teacher Performance Assessment (TPA) renewal code and/or a Reading Instruction Competence Assessment (RICA) renewal code, or a Program Sponsor Variable Term Waiver may be eligible for Induction due to circumstances of the Covid-19 pandemic. Teachers with outstanding TPA and/or RICA requirement who have been issued a preliminary credential by the CCTC with either of these Renewal Codes are encouraged to focus on passing these assessments as part of their action research and inquiry work in Teacher Induction.

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 and attend an Orientation. Enrollment typically opens in early August of each year; mid-year hires enroll in January.

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 (typically in February) 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 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 learning 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. 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. [Learn more about NCSOE's Mentoring-Based System.](#)

Component 5: ePortfolio Review Team

In addition to submitting portions of your ePortfolio work each month 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 provides 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 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 required by the CCTC and 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 models 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.

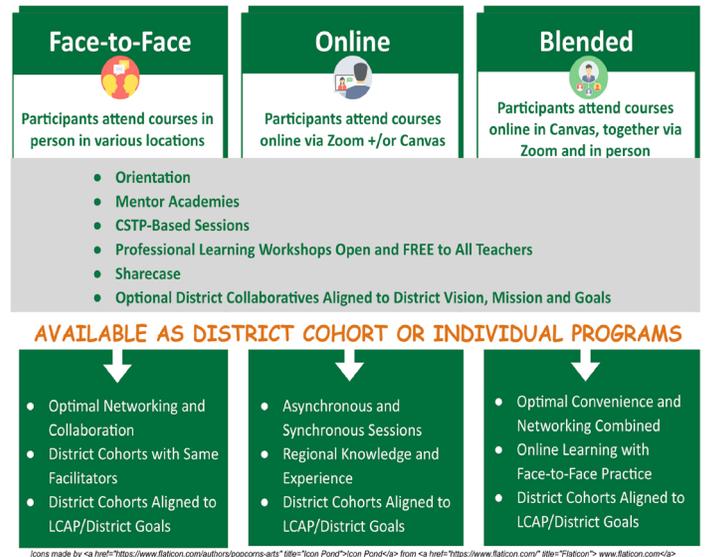
NCSOE provides ongoing training and support for Mentors that includes coaching and mentoring strategies, goal setting, use of appropriate mentoring instruments, adult learning best practices, reflection, networking, and orientation to program requirements support Candidate growth and effectiveness (*CCTC Program Standard 4*).

NCSOE Mentor trainings guide the Mentor to ...

- **Effectively coach and mentor** Candidate competency, growth and development along the Continuum of Teaching Practice;
- **Understand best practices** in adult learning;
- **Identify and respond to diverse needs** of Candidate(s);
- **Engage in reflective conversations** about teaching practice;
- **Assist Candidate(s) in understanding** the local context for teaching;
- **Assist Candidate(s) with assessing themselves** on the California Standards for the Teaching Profession and in relation to the Common Core State Standards and curriculum frameworks;
- **Use evidence** from formative assessments fairly and equitably as guided in the Candidate's ILP growth goals and needs;
- **Support the Candidate(s)'s goal setting and development** of an Individual Learning Plan (ILP);
- **Discuss with Candidate(s)** the requirements for program completion and procedures for obtaining a California Clear credential;
- **Establish clear guidelines** with site administrators and Candidate(s) in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment;
- **Appropriately use the mentoring instruments and processes** of the formative assessment system, including monitoring issues of bias and fairness, in conducting formative assessment as it relates to the Candidate's individualized learning plan.

Regardless of the personalized professional learning that participants complete, all Candidates and Mentors **MUST** complete the Launch, an Orientation at the beginning of their program and a Sharecase at the end of their program. Mentors not completing these program requirements may have their stipend reduced and Candidates will not be marked as Met or considered complete.

A list of NCTIP professional learning opportunities is available via Canvas and the [NCSOE website](#). Sessions require advanced registration online. NCSOE provides several opportunities and modes of delivery, regionwide, for the various professional learning classes. Participants will also receive NCSOE's monthly e-Newsletter that announces up coming classes as well as provides time sensitive program information and reminders.



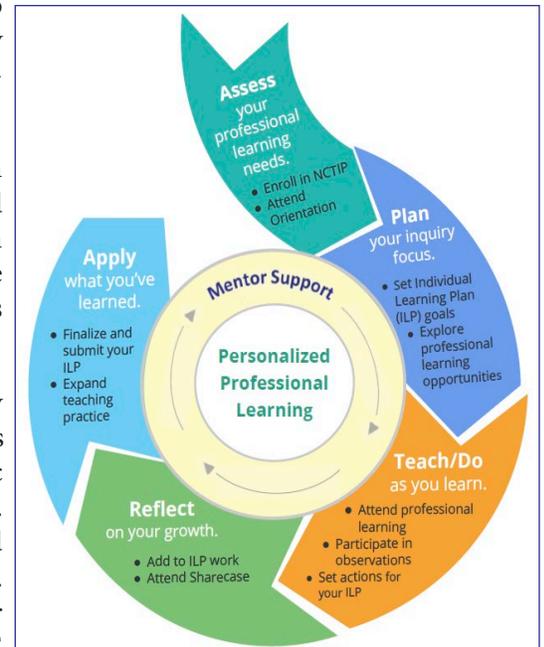
Component 7: Reflective Assessment

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). 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 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.

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, professional development, and classroom observations, Mentors gather evidence of classroom practice. Mentors then reflect with you about the observed evidence in order to improve your classroom teaching. Mentors who attend NCSOE

professional learning, training and support, and complete all program requirements, are eligible for full program/district Mentor stipend compensation as provided by NCSOE through their district/site. 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, Candidates submit in their Canvas Inquiry Course accumulated evidence of the learning focused action research completed through professional growth goals and activities in a professional e-Portfolio. This culminating evidence is used by the NCSOE Leadership Team to verify completion of program requirements. Successful completion of Induction includes attending an Orientation at the start of the program year and mastery towards the CSTP as demonstrated through participating in the end-of-year Sharecase and evidenced in your ePortfolio. Participants who would like to see completed ePortfolios can do so upon request to their county Program Coordinator.

The final review of the culminating evidence takes place during the ePortfolio review at the end of each Inquiry. NCSOE's Leadership Team recommends to the Executive Director only those Candidates who have completed all requirements of the credential program (including attendance to Orientation, Professional Learning as it relates to the ILP, and Sharecase). The program's Credential Advisor submits the online recommendation for the California Clear Credential to CCTC. Upon receipt of the CCTC confirmation email, Candidates pay the clear credential fees online and the process is finalized with the issuance of the clear credential.

Every effort is made to support the Candidate's successful completion of Induction and the Mentor's successful support of the Candidate; in cases where Candidates or Mentors fail to complete program requirements, NCTIP provides a [Failure to Complete Policy](#).

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), must be able to demonstrate exemplary teaching skills and competencies, and can verify having at least two (2) years of 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 at least 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. [Learn more about NCOSE's Early Completion Option Policy.](#)

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

Meeting 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 [NCSOE website](#) under the specific credential areas.

NCSOE supports Candidates who are clearing more than one credential type (i.e., Special Ed and Multiple Subjects) through one Induction experience as long as subject matter for those credentials as long as your ILP includes action research on both at some point during your Induction experience.

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 I 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 an 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 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 participants: **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 as compensation for their time and expertise. NCSOE supports this compensation by sending a minimum of \$1250 per Candidate supported in clearing their Multiple, Single Subject or Education Specialist credential directly to the school district, county office of education, non-public school, and/or independent charter school (private schools are not state-funded and are not eligible). Check with the District Coordinator for the stipend amount paid by the district as this may vary.

In order for NCSOE to release funding to the site/district, Mentors must meet all program requirements. Funds may be adjusted according to level of participation and/or program completion, including attendance at meetings and required trainings as well as the Mentor Self-Assessment. If you have questions about your compensation, please talk to your district and/or your county’s Program Coordinator.

NCSOE Virtual Mentors

Upon request, and for those districts/sites not able to match Mentors and mentees according to program requirements, NCSOE provides Virtual Mentors for hire (upon district/site approval). Like all Mentors, Virtual Mentors support their mentee(s) with “just-in-time” coaching (defined “as needed” or “in the moment”), along with longer-term analysis of teaching practice and guidance to promote enduring professional skills. They facilitate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction, and deliver individualized coaching, mentoring, support, and guidance in accordance with California-approved program standards and as aligned to the NCSOE vision, mission and goals.

NCSOE Virtual Mentors are hired and trained by NCSOE. This cohort of Mentors with “hard-to-match” credentials meets all CTC requirements for mentoring. They are trained annually in online resources and methods in addition to the professional learning that all NCSOE Mentors go through. Mentors interested in becoming a Virtual Mentor with NCSOE can view the job description and apply via EdJoin.

Mentor Reassignment

The Mentor-Candidate relationship is one of the most important supports provided through NCTIP. A Candidate should feel supported, heard and encouraged by their Mentor. If, for any reason, a Mentor and Candidate are not working together effectively, please inform the District Coordinator, Program Coordinator or Regional Director regarding a possible reassignment. [Learn more about NCSOE’s Mentor Reassignment Policy.](#)

Purchasing Extended Education College Credit for Mentoring

Mentors supporting Teacher Induction Candidate(s) are eligible to purchase extended education college credit for each semester of successful completion of program requirements. NCSOE currently partners with three universities: Humboldt State University (HSU), the University of the Pacific (UOP) and Brandman. Many school districts allow teachers to utilize college credit for mentoring to move over on their salary schedule. Please check your district’s policy prior to registering. Should a Mentor apply for extended education units and be unable to complete their roles and responsibilities, he/she will receive an incomplete and will not receive the units until he/she is able to fulfill all of the requirements. It is the Mentor’s responsibility to verify with the University that the requested units have been recorded properly and to request transcripts directly from the University.

The Mentor's Responsibilities

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

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

- **Coordinate two (2) collaborative, goal-setting meetings (Fall and Spring) between themselves, the Candidate and the Site Administrator to develop job-embedded goals as the focus for each Inquiry**
- **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** (each month) 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** at least 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 and participate in own growth process**
- **Notify Program Coordinator** if Candidate fails to submit documents or is encountering other challenges

Typically, Mentors who are full-time teachers have a caseload of 1-2 mentees, though they can mentor up to 4 mentees. The [NCSOE Mentee-to-Mentor Ratio Policy](#) outlines the caseload limits in order to ensure that the necessary time and support needed to meet standards and establish professional and purposeful relationships.

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 learning 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:	<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
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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:

- Attend the **NCSOE Orientation** at the beginning of each program year with their Candidate
- Complete **The Launch** (*online training in Canvas*) within 2 weeks of enrollment
- 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. Must be professional learning as provided by NCSOE; see Other Professional Learning Opportunities below for more information, including equivalency options
- Attend the **NCSOE Sharecase** at the end of each program year 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 as well as earn college credit.

The Launch (*required online training in Canvas*)

The Launch provides participants with the immediate information and resources needed to begin Teacher Induction before they may be able to attend Orientation. It highlights the research-based theoretical framework of the Mentoring-Based System and covers basic program components and roles and responsibilities.

Teacher Induction Orientation

Mentors attend a program-specific Orientation with their Candidate(s) that sets the stage for the Induction experience, providing an overview of resources and requirements in a synchronous session facilitated by program staff. 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.

In order to meet program requirements, Mentors must attend the professional learning opportunities offered through NCSOE, unless an Equivalency has been granted. Equivalency requests are sent to county Program Coordinators and must include the title of training, description, date the Mentor participated in the training (needs to be within the current school year), and how

it aligns with state and program standards. These standards require that Mentors are trained in:

- Foundations of Coaching and Mentoring
- Goal Setting
- Use of Appropriate Mentoring Instruments
- Best Practices in Adult Learning
- Challenges in Mentoring
- The Use of Reflection in the Mentoring Practice
- Collaboration and Networking with Other Mentors
- Supporting Candidate Growth and Effectiveness through Program Requirements and Support

Professional Coaching and Mentoring Series *(optional)*

One of the blended-learning Mentor Academy opportunities available to Mentors is the Professional Coaching and Mentoring Series (PCMS) that includes three sessions:

- **Building the Mentor Role** (an online review of foundational Mentor skills),
- **Building the Mentor Practice** (a face-to-face or Zoom practice of skills),
- **Extending the Mentor Practice** (an independent fieldwork project).

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.

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. PCMS is also available to those non-partnering agencies outside of NCSOE for a fee.

Returning and experienced Mentors wishing to meet training requirements with an online, asynchronous training experience may complete topics in Part 1 as explained in that Canvas course.

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. Reflection on the Candidate's ILP is the main focus for Candidate(s) as they 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 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 sampling of topics are listed below.

Professional Learning Topics

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|---|---|---|
| • Access and Equity | • Connection Before Content
<i>(strategies for student engagement)</i> | • Legal & Ethical Issues in Teaching
<i>(social media)</i> |
| • Assessing Student Learning | • Designing Lessons for Diversity | • Innovative Technology Techniques |
| • Best Practices in Online Teaching | • Equity and Bias | • Relationships and Routines |
| • Classroom Management | • From Assessment to Instruction | • Social Emotional Learning |
| • Collaborating with
Community <i>(classroom, school,
parents, beyond)</i> | | • Trauma-Informed Teaching |

NCSOE Program Policies

Grievance and Appeals

If an NCSOE participant questions program prerequisites and/or requirements, participation hours, grades, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirements, and/or denial of credential(s) issuance(s), NCSOE is committed to resolving issues in a timely and professional manner according to the procedures listed in the [Grievance and Appeals Policy](#).

Delay Induction

CTC requires those with California credentials to complete the second tier of teacher preparation through the two-year, job-embedded individualized Induction Program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching. Under extenuating circumstances, teachers may need to delay Induction.

The disadvantages to delaying Induction include a lack of weekly support and guidance, structured professional learning, and direct support in clearing the credential. NCSOE encourages all new teachers to complete Induction in their first and second years as noted by CTC. However, should a Candidate need to delay, they must receive approval the employing district as outlined in NCSOE's [Delay Induction Policy](#).

Early Completion Option (ECO)

ECO is designed for teachers who have passed the Teacher Performance Assessment (TPA) and Reading Instruction Competence Assessment (RICA), who demonstrate exemplary teaching skills and competencies, and who have previous successful teaching experience. During the first year of Induction, NCTIP staff and Mentors identify potential ECO Candidates based on their ability to document and verify a minimum of two (2) successful years of prior teaching experience as the teacher of record and site administrative support and approval. 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 for grant ECO. Read NCSOE's [Early Completion Option Policy](#).

Extension for Induction

Although each Candidate is encouraged and expected to complete NCTIP within the initial two years of California employment as a “teacher of record”, extenuating circumstances may preclude this from being accomplished. If a Candidate is unable to successfully complete all program requirements within the two year Induction program, they may file an application to extend the Induction Program. Extensions are available to those Candidates who meet the criteria outlined on the [Extension of Induction Program Policy](#).

Failure to Complete Policy

NCTIP requires the submission of all inquiry ePortfolio work by assigned deadlines to Mentors and to the program. Acceptable ePortfolio work is designed to provide Induction standards-aligned evidence suitable for submission to the California Commission on Teacher Credentialing (CCTC). Failure to attend Orientation, Inquiry Professional Learning, and the Sharecase, as well as to comply with timely submission of all inquiry portfolio work may result in being marked as “incomplete” or “not met” for the semester. As a result, the Candidate will be required to repeat the inquiry when it is next offered at the current program fee. NCSOE will not submit a credential recommend for a Candidate who has not successfully met all program requirements. For more information, please read NCSOE's [Failure to Complete Policy](#)

Mentee-to-Mentor Ratio Policy

The North Coast School of Education implements and monitors the ratio of support provided to mentees by Mentors. These ratios allow for the necessary support to meet the credential standards and time to establish a professional relationship. Additionally, the Mentor's strengths and qualifications are matched as closely as possible to the mentee's needs.

The preferred number of mentees is one (1) or two (2) for each Mentor who is a full-time classroom teacher. Full-time classroom teachers may serve up to four (4) Mentees, if the mentees are at the same site and/or have similar teaching assignments. A Mentor who has a full-time alternative assignment (released) as support only, or who is retired, may serve 6-10 Mentees, depending on the assignment. The ratio is pro-rated for Mentor on a part-time assignment.

Only under special, pre-approved circumstances will a Mentor's caseload exceed the numbers outlined in this policy. On a case-by-case basis, District Coordinators, Program Coordinators and the Regional or Executive Director may adjust and balance caseloads when necessary.

Mentor Reassignment Policy

If at any time the match between a Candidate and Mentor is perceived as unsuccessful for any reason, this match may be reassigned. It is the responsibility of the participants to inform the program of a mismatch. Requests for a Mentor reassignment should be made to the Candidate's District Coordinator, Program Coordinator, NCSOE Regional Director or NCSOE Executive Director. On rare occasions, Mentors who are not able to complete their duties may be asked to resign in order to allow a new Mentor to take over. For more information, please read NCSOE's [Mentor Reassignment Policy](#).

Sonoma County Office of Education

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