

ROLE OF THE CANDIDATE

In the *North Coast Teacher Induction Program* (NCTIP), Candidates grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession (CSTP)* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential.

Candidates will:

- **Attend Orientation** to learn about program requirements, supports, and resources.
- **Develop an Individual Learning Plan (ILP)** that provides a focus for inquiry work in Induction and is collaboratively developed with the Candidate, Mentor, and input from the Candidate's employer within the first 60 days of each inquiry. The ILP includes professional growth goals, a description as to how these goals will be addressed and defined through **required professional learning** and teaching practice, measurable outcomes, and actions with evidence and reflection. The ILP must be designed and implemented solely for the professional growth and development of the Candidate and not for evaluation for employment purposes. *CTC Induction Program Standards 3 and 5*
- **Attend Sharecase** to share and reflect upon efforts toward mastery of the CSTP as evidenced in the ePortfolio with observed and documented artifacts that have been collaboratively assembled by you, your Mentor, and your site administrator
- **Utilize and integrate the California State Content Standards (where applicable), Common Core State Standards, performance levels for students, curriculum frameworks, and instructional materials** in the context of their teaching assignment.
- **Protect and support all students** by designing and implementing equitable and inclusive learning environments.
- **Maximize academic achievement for students** from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; English Learners; and students with a combination of special instructional needs.

CANDIDATE RESPONSIBILITIES

1. Advisement

District staff notifies eligible Candidates about Induction and clear credential requirements at the start of the initial teaching contract, and secures signatures on the **NCTIP Advisement Form**, which is placed in the Candidate's district personnel file as proof of advisement.

2. Enrollment

Candidates need to:

- **Complete the NCTIP online enrollment process** (www.ncsoe.org) **each program year.**
- **Initiate an ILP** in collaboration with their Mentor and with input from their employer (site administrator) within the first 60 days of enrollment. The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

3. Mentor Teacher

- Each Candidate is assigned a Mentor Teacher. Mentors **meet weekly** with their Candidate(s) for a minimum of 1 hour each week, attend their own required mentor training, and have the option to participate in professional learning with their Candidate(s) as it relates to the Candidate's ILP. The Mentor regularly (at the end of each month) reviews the Candidate's ePortfolio work (ILP, artifacts) prior to submission to the program.
- Attend a **Mid-Year Check-in Meeting** with your Mentor and Site Administrator to discuss progress of the ILP.
- If, for any reason, a Candidate and Mentor are not working together effectively, the District Coordinator, Lead Facilitator, Program Coordinator or Regional Director should be informed regarding a possible reassignment (see **Reassignment Policy** for additional information).

4. Required Professional Learning

- Complete the annual NCSOE online welcome, **The Launch**, within 2 weeks of enrollment (via Canvas, NCSOE's online school).
- Candidates and Mentors are required to attend the **NCSOE Orientation** at the beginning of their program and the **NCSOE 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.
- Candidates are also **required to attend professional learning** (in-person and/or online) that is aligned to their action research focus and needs as outlined on their ILP. This professional learning may be provided by their own district, North Coast School of Education, Sonoma County Office of Education, local universities, and/or other organizations or activities that provide opportunities for in-depth, extended learning that is aligned to the ILP. Mentors may choose to attend these opportunities with their Candidates, but are not required to do so.

5. Canvas Learning Management System (LMS) Inquiry Submissions:

- Each Candidate is required to submit ongoing Inquiry credential submissions to their Mentor who reads, reviews and provides ongoing feedback **prior** to submission to the program via Canvas, our online school.
- An ePortfolio Reader reviews all Inquiry credential submissions at the end of each Inquiry course in Canvas. **Deadlines for submission** of the assignments to Mentors are provided on a program overview available online and in Orientation.

6. Professional Credential ePortfolio

- It is the responsibility of each Candidate to document and turn in **professional quality Inquiry credential submissions** in his/her Professional ePortfolio for the California Clear Credential. Candidates must keep their own copy of the ePortfolio and are encouraged to use it as a demonstration of growth and competency.
- **** IMPORTANT:** Failure to meet the required submission deadlines may result in termination from the program. See Failure to Complete Policy for details (this Policy is agreed upon as part of the enrollment process).

7. Program Completion

- It is the responsibility of each Candidate to:
 - Work towards mastery of the CSTP,
 - Reflect learning and professional growth goals and accumulate evidence of reflective practice,
 - Document all professional credential requirements, including observed evidence collaboratively assembled by the Candidate, the Mentor, and/or other colleagues,
 - Compile Inquiry evidence of successful completion of growth activities in his/her professional ePortfolio,
 - Attend Orientation and Sharecase,
 - Attend choice-based, personalized in-person and online professional learning as it relates to the individualized learning plan, and
 - Complete annual local and state surveys in support of an application for a California Clear Credential.
- **NCTIP supports and facilitates credential completion**, and Candidates who meet all requirements are recommended for a Clear Credential. Some Candidates may have additional requirements beyond Induction; the Credential Advisor will notify the Candidate of any additional requirements before the program files for the Clear Credential. The ePortfolio is transportable, enabling teachers to move from one Induction Program to another as Candidates complete inquiry by inquiry or year by year.

8. Transfer Candidates

- If a Candidate has completed their first year of Induction with a different program, the Candidate is required to provide the NCSOE regional office with the following:
 - Year 1 CTIP Induction program name and contact information, and
 - Evidence of Year 1 completion of CTIP with program description to check for alignment.

If alignment with another Induction program proves incomplete, Candidates may be required to complete additional requirements to meet NCSOE Teacher Induction guidelines.