



North Coast Teacher Induction Program

ADMINISTRATOR GUIDELINES FOR INDIVIDUAL LEARNING PLAN COLLABORATION AND CONSULTATION

Integrating Induction & Candidate Teaching Assignments

WHY?

Recently adopted Induction program standards from the California Commission on Teacher Credentialing recognize the need for new teachers to set goals and develop a learning plan “in consultation with the site administrator” (Induction Program Standard 2) that is “collaboratively developed ... with input from the employer” (Induction Program Standard 3).

WHAT?

Within the first 60 days of enrollment into Induction, Candidates need to develop an Individual Learning Plan (ILP) that includes professional learning goals connected to both individual and site interests. The ILP is “collaboratively developed” with the candidate and the mentor, with input and consultation from site administrators/employer representatives, as verification that the ILP is connected to the candidate’s job assignment. ***The program requires a signature from the Candidate, Mentor, and Site Administrator/Employer Representative on the ILP that is submitted to NCTIP by the Candidate.***

HOW?

To provide flexibility and individualization to school sites, there is a variety of ways to demonstrate this collaboration, which may include (but is not limited to):

- Keep the focus on student learning and the journey of reflection on teaching practice.
- Define the process of developing the plan (i.e., it may be best for Candidates and Mentors to develop goals together first that are then brought forth for input).
- Contact your Program Coordinator to meet with, orient and support site administrators in district, leadership team meetings.
- Use new teacher orientation meetings at the beginning of the year as a framework (representatives from NCSOE are available to provide an overview of Induction during these orientations if requested).
- Group or individual meetings with Candidates and Mentors and a site administrator or employer representative (i.e., District Coordinator, Teacher Lead).
- Discuss during initial evaluation meetings (remember that Induction is **not** evaluative!).
- Check in on Candidate progress during the required Induction mid-year meeting.
- Attend county District Coordinator meetings (one in the Fall, one in the Spring) to learn more about Induction.
- Use program resources (i.e., website, video, online mentor training, program coordinator) and site resources (i.e., time, opportunities for colleague observations) to support the Induction process.
- Recognize and celebrate new teachers and their mentors (i.e., staff meetings, Board meetings).