



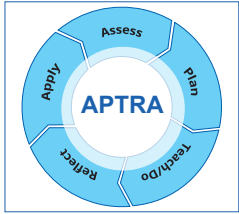
North Coast School of Education

Professional Development Series

Candidate Year 1: Inquiries 1 - 2

Candidates participating in **Year 1** of the North Coast School of Education's (NCSOE) Teacher Induction Program (NCTIP) receive services and resources needed to transition from a traditional credential or intern pathway and continue on their professional journey as a Preliminary Credential holder. Collaboration with trained Facilitators and colleagues in the NCTIP Professional Development Series (PDS), along with guidance from highly skilled Program Mentors and District Site Administrators, provides Candidates with the knowledge and skills needed to engage in ongoing reflection and growth.

In addition to getting in touch with their own professional needs, Candidates learn about the needs of their students, communities, and districts. This opportunity allows Candidates to develop their career-long pursuit of moving along the Continuum of Teaching Practice and embracing personalized inquiry and evidence-based self-reflection. The **Assess, Plan, Teach, Reflect, Apply (APTRA)** inquiry cycle is reflected in each Candidate's Individual Learning Plan, serving as a vehicle in which Candidates develop their action research plan and analyze evidence to demonstrate how their knowledge, skills, and strategies impact student-focused outcomes. The program's mission is to increase new teachers' self-efficacy and professional satisfaction in order to improve the retention rates of new teachers.



YEAR 1 INQUIRY SERIES CONTENT OVERVIEW

NCTIP's PDS is provided through four cycles of inquiry over two years. Each cycle is based on the California Standards of the Teaching Profession (CSTP) and is organized by a foundational professional growth theme. In each Inquiry, Candidates personalize their journey through the inquiry process by analyzing the needs of self and students to develop a relevant, personalized inquiry question and action research plan for each inquiry.

The topics for the first year are: **Inquiry 1- Communication: The Role of Assessment and Feedback** and **Inquiry 2 - Collaboration: Developing Professional Cultures of Sharing and Support**.

Inquiry 1

Communication: The Role of Assessment and Feedback

Developing the Growth Mindset and Habits of Mind Through Inquiry and Reflection

Why have/What is a Growth Mindset and Habits of Mind?

This professional development series sets the stage for the first year of Induction, highlighting the inquiry process (Assess, Plan, Teach, Reflect, Apply) for action research. Candidates will investigate the California Standards for the Teaching Profession (CSTP) by using the Continuum of Teaching Practice. Candidates will consider Habits of Mind and focus on strengthening their own growth mindset through goal setting, assessment, and reflection.

Creating and Maintaining Effective Environments for Student Learning (CSTP 2)

Why promote safe, socially-responsible learning environments that communicate high standards and ongoing support for optimal learning?

Candidates will explore how to establish and maintain learning environments that are physically, intellectually, and emotionally safe. Emphasis is placed on the ability to develop, communicate, and maintain high standards for individual and group student behavior. Candidates will discuss classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. The health and safety of the Candidate is also addressed during this series.

Engaging and Supporting Students in Learning (CSTP 1)

Why use knowledge of students and their backgrounds to connect real-life contexts?
Why implement a variety of resources and strategies to communicate, engage and support student learning?

Candidates research a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of all students by promoting critical thinking through inquiry, problem solving, and reflection. Candidates discover the importance of connecting learning to students' prior knowledge, backgrounds, life experiences, and interests. A final component of this series is the ability to offer constructive and supportive feedback to students.

Assessing Students for Learning (CSTP 5)

Why use a variety of assessments to plan, differentiate, and modify instructional learning goals and strategies to communicate with students and their families?

In this online professional development series, Candidates explore the process of collecting and analyzing assessment data from a variety of sources and using the data to inform instruction. Candidates discuss how to use the data to establish learning goals and to plan, differentiate, and modify instruction.



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Inquiry 2

Collaboration: Developing Professional Cultures of Sharing and Support

Understanding and Organizing Subject Matter for Student Learning (CSTP 3)

Why organize subject matter to make learning more collaborative, accessible, and equitable for all students?

Candidates apply their working knowledge of subject matter, academic content standards, and the curriculum frameworks to design essential questions. They discuss bias as it relates to student learning. Candidates use resources, technologies, and standards-aligned instructional materials to organize curriculum that is accessible to all students.

Planning Instruction and Designing Learning Experiences for All Students (CSTP 4)

Why develop and articulate short-term and long-term instructional goals and strategies to plan instruction and design collaborative learning experiences that meet the needs of all students?

Candidates evaluate students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They study child development as it shapes classrooms and focus on the different generations within a school setting. Planning instruction, implementation of new strategies, and incorporating a variety of instructional approaches so the diverse needs of all students are met are highlights of this series.

Developing as a Professional Educator (CSTP 6)

Why engage in continuous, purposeful, and reflective professional growth and development both individually and in the context of a larger, collaborative community?

Candidates will delve into key topics of professionalism, managing and demonstrating professional responsibility, collaborating in a professional community, working with families to support student learning, effectively and efficiently using classroom volunteers, and communicating and building relationships with parents.

End-of-Year Reflection and Showcase

Why reflect on practice?

In the final series of the first year of Induction, Candidates reflect on the school year and their growth as an educator. The completion of the Individual Learning Plan is the main focus and a final showcase offers an opportunity for Candidates to share and reflect upon their work and the work of others. Candidates examine their teaching practice, collaborate with colleagues, and engage in the broader professional community to support ongoing teacher and student learning.

North Coast Teacher Induction Program

"I enjoyed looking at ways to apply the teaching standards in our classrooms and reflecting on the application."

