

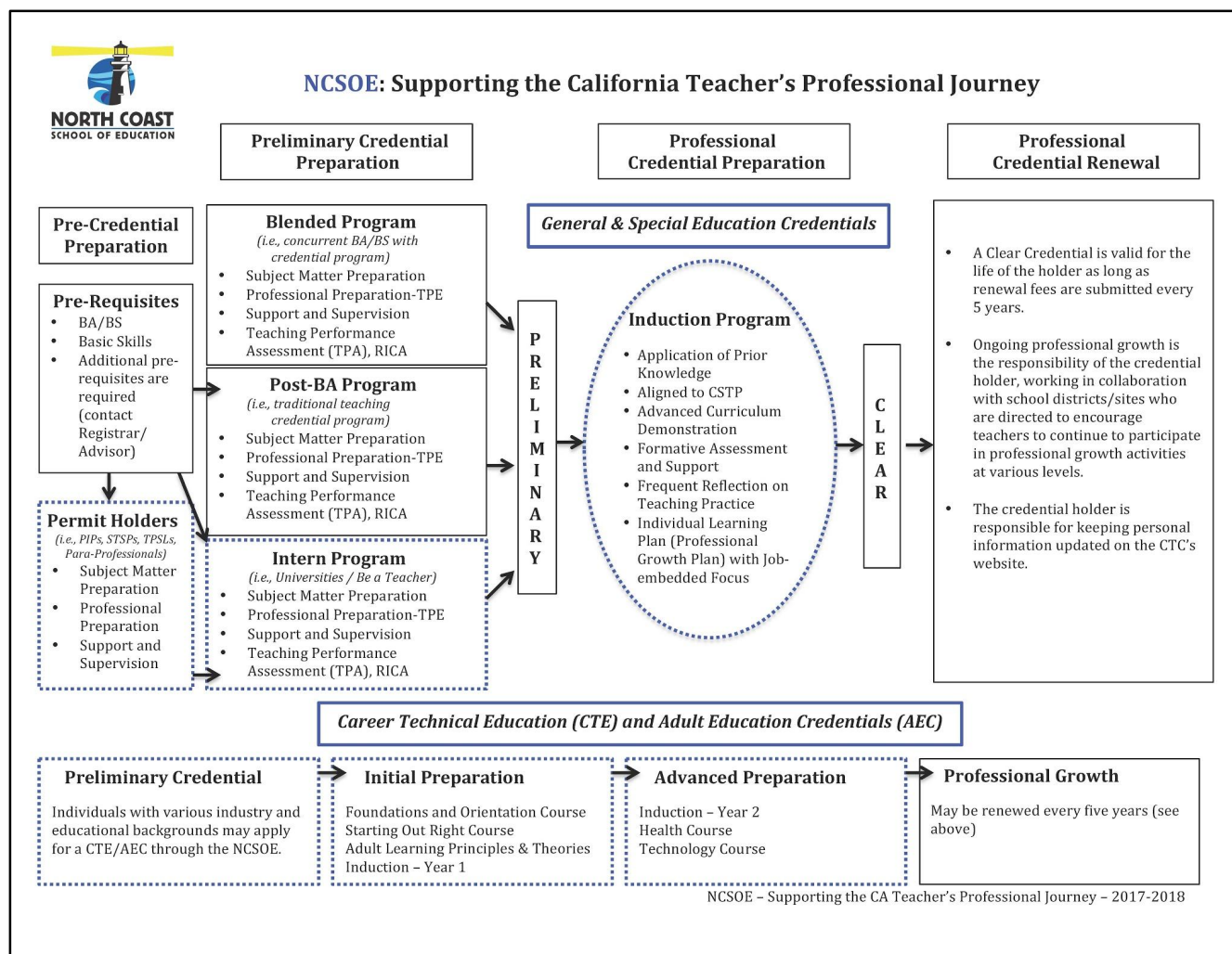
## SUPPORTING NEW TEACHERS IN CALIFORNIA

### WHAT ARE THE MULTIPLE PATHWAYS TO BECOME A TEACHER IN CALIFORNIA?

The California Commission on Teacher Credentialing (CCTC) has developed multiple pathways in which prospective teachers may enter the teaching profession. All pathways culminate with the awarding of a Clear Credential. To ensure that every student in California receives instruction from highly skilled and qualified teachers, the CCTC works in partnership with universities, districts, credential, and induction programs to support a prospective teacher in the pathway that best suits the prospective teacher's needs. The graphic below highlights the various pathways for becoming a professional educator in California and how the North Coast School of Education's (NCSOE) programs support this journey.

### WHEN ALONG THE JOURNEY ARE NEW TEACHERS SUPPORTED THROUGH THE NCSOE?

(Note: Boxes with dotted, blue borders are NCSOE programs)





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### WHAT ARE THE PROGRAMS OF THE NCSOE?

California's Learning to Teach credential system includes a variety of routes to obtain a Preliminary and Clear California Credential. NCSOE supports teachers' professional growth as they move through this system. NCSOE's Programs align services to teachers based on individual needs:

- Pre-Credential Professional Development
  - Provisional Internship Permit
  - Short-Term Staffing Permit
  - Teaching Permit for Statutory Leave
- NCSOE's Be A Teacher Intern Program
  - Pre-service/Framework
  - Education Specialist Credential
  - Multiple Subject Credential
  - Single Subject Credential
- Intern Support and Supervision Program
- NCSOE's Teacher Induction Program (Clear Professional Credential)
- Education Specialist Credential (Level II)
- Designated Subjects Credential
  - Career Technical Education
  - Adult Education

### WHAT CATEGORIES OF NEW TEACHERS ARE SUPPORTED THROUGH THE NCSOE?

#### Pre-Credential Professional Development Programs – Permit Holders\*

Those hired by districts with Short-Term Staffing Permits (STSP) or Provisional Internship Permits (PIP) are filling vacancies for which districts are unable to hire fully-credentialed teachers. Teaching Permit for Statutory Leave (TPSL) holders may only fill vacancies left by teachers on statutory leave. TPSL holders must complete a minimum of 45 hours of professional development prior to being issued the permit. All permit holders (STSP, PIP, TPSL) are required to receive orientation, mentoring, and professional development support provided through their district.

#### "Be A Teacher" Intern Program – Prospective Interns\*

*Pre-Service/Framework:* Prior to being accepted into the "Be A Teacher" Intern Program, individuals must: secure an offer of employment from a district, possess a Bachelor's Degree; pass CBEST/basic skills requirements; meet subject matter competency; complete pre-service/framework courses through NCSOE or another accredited program; hold a certificate of clearance; meet the U.S. Constitution requirement; and enroll in an approved Intern Program. Meeting these requirements enables an individual to be eligible for an Intern Credential recommendation. Those holding Multiple or Single Subject teaching credentials and pursuing a Special Education credential may also qualify as Interns.

#### "Be A Teacher" Intern Program – Intern Credential Holders\*

*Coursework and Practicum Supervision:* All candidates applying to the NCSOE's "[Be A Teacher" Intern Program](#)" must meet the same standards for teacher preparation as those found in a traditional college or university setting to earn a Preliminary Credential at the conclusion of the program. The two-year, California Commission on Teacher Credentialing (CCTC)-approved "Be A Teacher" Intern Program combines academic preparation (coursework) with practical, relevant, job-embedded support (practicum supervision). NCSOE has designed courses to link educational theory with best instructional practices. Interns are employed as teachers during the day and attend credential classes two days a week on evenings or weekends. Interns bring a wealth of experiences and backgrounds to the program; this diversity allows Interns to learn from highly-skilled Instructors, Practicum Supervisors, and from each other. Based on personal interests and goals, Interns select which credential to pursue: Multiple Subject, Single Subject, or Education Specialist.



## **SUPPORTING NEW TEACHERS IN CALIFORNIA**

### **Intern Support and Supervision Program – Intern Credential Holders\***

While Interns complete the CCTC credential course requirements in their Intern Program, they are also required to receive ongoing Support and Supervision Services. These services are intended to assist the Intern with bridging the theoretical, academic learning from coursework with practical, real-world application in the Intern's classroom. NCSOE's [Intern Support and Supervision Program](#) partners with districts and Intern Programs to provide Interns with the following CCTC requirements: on-site mentoring, English language learner support, and professional development.

\*Most permit holders and Interns working in classrooms have no/limited student teaching or teacher credential program experience.

### **North Coast Teacher Induction Program – General/Special Education Preliminary Credential Holders**

Teachers holding a Multiple Subject, Single Subject, or Designated Subjects Preliminary Credential (including teachers prepared out of state or out of country) complete a State-approved Teacher Induction Program to obtain a California Clear Credential. [The North Coast Teacher Induction Program](#) (NCTIP) provides situated learning and professional development to meet the CCTC requirements for a Clear Credential. Candidates in NCTIP are paired with local Mentors for ongoing support services and attend NCTIP's Professional Development Series. The Candidate, with support and guidance from the Mentor, completes four Individualized Learning Plans over two years in order to advance the knowledge and skills needed to develop competency in the California Standards for the Teaching Profession and move along the *Continuum of Teaching Practice*. Some Preliminary Credential holders may be eligible for an Early Completion Option.

### **Level II Credential Program – Education Specialist Preliminary Credential Holders**

Level I Preliminary Education Specialist Credential holders may participate in the NCTIP-approved Induction Program **or** a University-based program to obtain their [Level II](#), California Clear Credential. Education Specialist teachers develop Individual Learning Plans specially designed to meet their unique needs, are paired with a local Mentor, and are provided with additional support services to meet credential requirements. Level II Credentials may be issued in one of the following areas: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, or Early Childhood Special Education.

### **Designated Subjects Program – Career Technical Ed and/or Adult Ed Teachers Preliminary Credential Holders**

NCSOE is accredited by the CCTC to recommend individuals for Preliminary Designated Subject Credentials in [Career Technical Education](#) (CTE) and/or a [Adult Education](#) (AE). Upon issuance, those with a Preliminary CTE/AE Credential participate in the two-year NCTIP to clear this credential. Just as those with a Preliminary MS, SS, or Ed Spec Credential, Designated Subject Credential holders are also paired with local Mentors for ongoing support services and attend the NCTIP's Professional Development Series. The Candidate, with support and guidance from the Mentor, completes four Individualized Learning Plans over two years in order to advance the knowledge and skills needed to develop competency in the California Standards for the Teaching Profession and move along the *Continuum of Teaching Practice*.