

Teacher Induction

1. Program Description

1.1 Narrative

The Sonoma County Office of Education (SCOE), North Coast School of Education (NCSOE), provides a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. This program, called the North Coast Teacher Induction Program (NCTIP) assists schools and districts in providing Teacher Induction that meets both program and credentialing standards for the State of California. Details of the program are provided annually on the website in the [NCTIP Course Catalog](#) and for the districts, in the NCTIP Advisement Form.

NCTIP provides credentialed teachers with a specifically-designed, standards-based professional development series, mentoring and coaching, credentialing services, and technical assistance aligned to the California Standards for the Teaching Profession (CSTP). The two-year program provides a bridge linking the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of daily classroom teaching. Candidates work closely with a mentor and site administrator who offer "just-in-time" coaching and longer-term analysis of teaching practice to help candidates develop and strengthen enduring professional skills.

NCTIP assures that a qualified mentor is assigned to each candidate within the first 30 days of the participant's enrollment in the program, matching the mentor and candidate according to credentials held, and grade level and/or subject area, as appropriate to the candidate's employment. NCTIP ensures that all mentors hold a valid California teaching credential, or have equivalent professional background and experience. These and additional qualifications are shared annually with site leaders and administrators as well as prospective mentors in the program's Mentor Roles and Responsibilities and Mentor Application documents posted on the website. Each candidate's possession of these qualifications is verified during the Mentor selection process.

Candidates develop an Individualized Learning Plan (ILP) that provides them with the opportunity to set goals and individually design the induction experience in collaboration with their mentor. The ILP and inquiry focus align to district-wide initiatives, professional areas of growth and the CSTP. Additionally, candidates attend a professional development series with a two-year cohort and with a trained mentor to assess growth on the *Continuum of Teacher Practice* (CTP) levels of teacher development. Upon successful completion of Teacher Induction and credential requirements, candidates will be recommended for a California Clear Credential.

1.2 Table depicting location, delivery models, and pathways; Calendars for each site can be found [here](#).

Location	Delivery Models	Pathways
Del Norte County Office of Education	Hybrid	Traditional, Early Completion Option (ECO)
Humboldt County Office of Education	Hybrid	Traditional, ECO
Lake County Office of Education	Hybrid	Traditional, ECO
Mendocino County Office of Education	Hybrid	Traditional, ECO
Monterey County/Santa Clara COE SELPA Charter	Hybrid	Traditional, ECO
Nevada County Office of Education	Hybrid	Traditional, ECO
Sonoma County Office of Education	Hybrid	Traditional, ECO

2. Organizational Structure

2.1 Organizational Chart/Graphic

The Lead Educational Agency for all credential programs in the North Coast School of Education is the Sonoma County Office of Education:

[SCOE Organizational Chart Graphic.](#)

All Credential Programs offered through the SCOE, are housed in the NCSOE:

[NCSOE Organizational Chart Graphic.](#)

3. Qualifications of Mentors and Professional Development Personnel (Instructional Personnel)

3.1 Instructional Personnel Table

Program Year	Total Mentors	Total Candidates	Vacancies	Mentor / Candidate Ratio
Year 1	336	429	0	1:1
Year 2	290	355	0	1:1

*Some mentors have more than one candidate. Each candidate has a full-time mentor.

Mentor and Instructional Personnel Qualifications can be found in the Mentor Application.

3.2 Annotated Personnel List with links to Mentor/Coach and Professional Development Providers' Resumes

District Coordinators work with district personnel to facilitate the identification of eligible new teachers while ensuring proper placement and enrollment in the appropriate credential program. They also play an important role in matching Induction Candidates with high quality Mentor Teachers.

[District Coordinator Job Description](#)

District Roster

List of Readers/PD Providers

3.3 Published Experience and Qualifications Requirements

The Mentoring System

Mentor Roles & Responsibilities

Mentor Application

Mentor Welcome Letter

Regional Staff Development, 2/year

4. Program Sequence

4.1 Link to Published sequence of induction activities required for program completion
([handbook](#), [website](#))

Year 1 Candidate Calendar (1st Inquiry overview)

Year 1:

Inquiry 1 Framework

Inquiry 2 Framework

Year 2:

Inquiry 3 Framework

Inquiry 4 Framework

Year 1 and 2 Roadmaps

Candidate and Coach Overview

5. Job-embedded Fieldwork and Clinical Practice

5.1 Timeline or Table denoting timing of mentor assignment for candidates

Upon receipt at a candidate's application, the candidate's employer is notified and assigns a mentor within 30 days of the notification, and creates an Individual Learning Plan within 60 days of hire.

5.2 Signed Employer Agreement or MOU for each Employer

Memorandum of Understanding - (MOU)

5.3 Coach/Mentor Training Material

The Mentoring System

Monthly Professional Development Series, including Mentor Break-Outs/Ongoing Training

Mentor Materials

Professional Coaching & Mentoring Series

5.4 Documentation (spreadsheet or table) of Candidate Placements

District Rosters

5.5 Induction Program Handbook/Manual/Advising Material

5.6 ILP Template and Related Documents

5.6.1 Assessment Instruments

6. Credential Recommendation

6.1 Description of process ensuring appropriate recommendation

Each candidate receives credential advisement identifying all program and California Commission on Teacher Credentialing (CTC) credential requirements. The candidate is charged with completion of the Induction Program along with any CTC credential requirements that may be listed on the candidate's credential. Once the Program Coordinator has determined that the candidate has met all program requirements, the candidate's ePortfolio is submitted to the Executive Director. Concurrently, the candidate's credential requirements are reviewed for completion by the Division Department Administrative Specialist. Once the candidate has met all program and CTC credential requirements, the recommendation is submitted to the SCOE Credentials Department.

6.1.1 Candidate Progress Monitoring Document

The Program Coordinator and Division Department Administrative Specialist advises and monitors the progress of the candidate towards completion of all program and credential

requirements. To apply for a Clear credential, a checklist is completed, and submitted to the NCSOE Department Administrative Specialist. Upon verification of all program and credential requirements, the application packet is submitted to the Executive Director for approval. The approved application packet is submitted to the SCOE Credential Analyst who prepares the final application packet for recommendation to the CTC.

Candidate Credential/Program tracking spreadsheet