

INDUCTION PROGRAM OVERVIEW

The Induction Program provides credentialed teachers with a specially designed, standards-based program that eases them into the teaching profession and simultaneously offers them support and opportunities for professional development. Induction provides a bridge linking the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of daily classroom teaching. A trained experienced teacher—a Support Provider—is assigned to work with each new teacher. These Support Providers guide, assess, and support new teachers in meeting the complex requirements of their job. Upon completion of Induction, beginning teachers earn a California Clear Credential. There are seven main components of the Induction Program:

1. Advisement

Eligibility for Induction includes teachers new to the profession in California who are teaching on a preliminary credential. At the point of hire, a district representative provides each new teacher with an *Advisement Form* that is signed by the beginning teacher. Copies are distributed to the Personnel File, the District Coordinator, and the beginning teacher. Then, the North Coast Beginning Teacher Program staff analyzes each beginning teacher's credential to determine the individual requirements set forth by the California Commission on Teacher Credentialing necessary to obtain a California Clear Credential. Beginning teachers are informed of those requirements in an individualized letter, provided by the Credential Advisor, sometime within the first year of Induction.

2. Enrollment in the Induction Program

At the point of hire, or as soon as possible, it is *critical* that all eligible beginning teachers and Support Providers complete the online enrollment for the North Coast Beginning Teacher Program at www.ncbtp.org. Thank you for your prompt attention to this important detail!

3. District & School Level Support

School and district personnel and the site principal all contribute to the support provided to new teachers! Along with the initial Advisement, the school and district have several key roles in supporting the Induction Program.

- ✓ The district selects a District Coordinator to communicate with the North Coast Beginning Teacher Program. *Find out who your District Coordinator is today!*
- ✓ At the end of each year a District Representative (District Coordinator or Site Administrator) signs the beginning teachers' *Completion Log*, which authorizes the North Coast Beginning Teacher Program to recommend the issuance of the California Clear Credential.
- ✓ Site principals are provided with a *Checklist for Site Orientation*. Between the site principal, the Support Provider, the District Coordinator, and other school staff, the orientation items are reviewed with each beginning teacher. Site principals also participate in the *Mid-Year Check-In* and sign the *Completion Log* indicating that they are aware of the beginning teacher's progress to date in the Induction Program.

4. Support Provider

Beginning teachers are assigned a Support Provider to guide, assess, and assist them in meeting the complexities of their job and in completing the requirements of the Induction Program. This partnership is the most important aspect of the Induction Program. Support Providers meet with beginning teachers **a minimum of one hour per week** to plan, problem-solve, and reflect on teaching practice. Meetings and support activities are recorded on *Reflective Conversation Logs*. Support Providers guide beginning teachers in their consideration of formative assessment evidence as they develop planned, systematic opportunities to improve their teaching. The success of these pursuits is reliant upon a relationship based on trust, confidentiality, and a commitment to the goals of Induction.



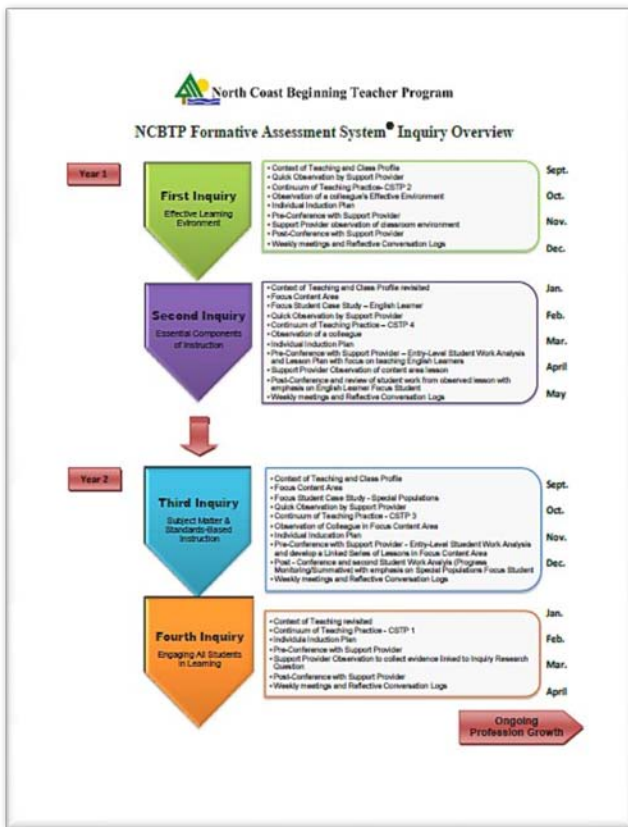
5. Professional Development

Beginning teachers and Support Providers attend together monthly professional development seminars. These seminars, along with ongoing Induction activities, are designed to provide teachers with opportunities to reflect on their teaching using the *California Standards for the Teacher Profession* and credential standards as the model of effective practice. Attendance records are maintained based on monthly sign-in sheets. The seminars provide opportunities to collaborate with other teachers and to focus on student learning. According to some of our teachers, our monthly seminars are “the best professional development opportunities” they have ever received.

6. Formative Assessment

During the Induction Program, beginning teachers and their Support Providers work through four *Inquiries*. Each *Inquiry* is a cycle of formative assessment and action research. The NCBTP formative assessment

system measures the improvement of the beginning teachers’ practice by utilizing the *California Standards for the Teaching Profession (CSTP)* and the state Induction Standards. It measures student learning in relation to the state-adopted academic content standards and state frameworks. Using these specific criteria, a focused and integrated system of support and assessment guides each beginning teacher’s professional development.



Well-trained Support Providers have a critical role in the implementation of the formative assessment system. They are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the CSTP, state-adopted academic content standards and frameworks, and the credential standards. Through ongoing weekly meetings and monthly seminars, as well as formal classroom observations, Support Providers gather evidence of classroom practice. Support providers then reflect with their beginning teacher about the evidence in order to improve his/her classroom teaching. This peer coaching supports new teachers but is also an effective strategy for all teachers!

7. Program Completion

Upon successful completion of each Inquiry of the credential program, each participating teacher submits to program staff accumulated evidence in the Professional Portfolio. This culminating evidence, along with the program database and Completion Log, is used by the Leadership Team to verify completion of program requirements. The final review of the culminating evidence takes place at the Portfolio Review at the end of each semester. The Leadership Team recommends to the Regional Director only those participating teachers who have completed all requirements of the credential program. The participating teacher submits a Credential Request Form to the Regional Director and Credential Advisor who complete an online recommendation to the Commission on Teacher Credentialing (CCTC) for the California Clear Credential. Upon receipt of the CCTC confirmation email, the teacher pays the CCTC fees online and the process is finalized and the clear credential is issued.

