



# Marin County Teacher Induction Handbook

## Information & Requirements: What You Need to Know To Successfully Complete Your Induction Program & Clear Your Credential

The vision of the Marin County Office of Education aims to prepare all of Marin's students for a successful future by ensuring equity, providing access to quality student programs, managing public funds effectively, supporting district operations and developing community partnership opportunities that benefit students, school staff and our entire community. The Marin County Teacher Induction Program is embedded within the Education Services Department of the Marin County Office of Education. Our Induction Program is designed to develop and retain quality teachers, close the achievement gap, alleviate the isolation new teacher's experience, and promote continuous improvement and reflection on their teaching practice.

The mentoring design of the Marin County Teacher Induction Program is grounded in the research and vetted best practices from *The New Teacher Center*. Our program continues to expand with current adult learning theories including Elena Aguilar's *The Art of Coaching* and Carol Dweck's theory of growth mindset. Our program focuses on candidate's growth towards the mastery of the California Standards for the Teaching Profession through the mentor/candidate relationship with an emphasis on the differentiated pathways for individualized progress. Growth is measured within the context of a candidate's teaching assignment and content, and strategically addressing the needs of a diverse student population. Mentor training and candidate growth cycles work in tandem to support our program's purpose of cultivating a community of lifelong learners through continuous reflection and collaboration.

### Table of Contents

1. What is Induction?
2. Induction Program Support Components
3. What Can You Expect From Your Mentor?
4. Induction Program Completion Requirements
5. Early Completion Option (ECO)
6. Important Marin County Teacher Induction Policies to Know
7. Glossary of Term

### Marin County Teacher Induction Program's Non-Discrimination Policy:

*It is the policy of our induction program to ensure equal opportunity without discrimination or harassment based on race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, genetic information, or any other characteristic protected by law. These decisions include decisions regarding admission, retention or completion, and decisions regarding the employment, retention or promotion of employees.*

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## I. What Is Induction?

Induction is the period of support, professional development, and assessment for a Teacher with a California Preliminary Credential. The California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) require the completion of an Induction program to fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist Credentials. Induction programs must be based on the California Standards for the Teaching Profession (CSTP) and on statewide Induction Program Standards.

- California Commission on Teacher Credentialing: <http://www.ctc.ca.gov/>
- California's Learning to Teach System: <http://www.ctc.ca.gov/seminars/LTT/LTT-Continuum.pdf>
- California Department of Education: <http://www.cde.ca.gov/>

### Requirements to Enter an Induction Program

- Hold a current Preliminary Teaching Credential
- Currently employed as a Teacher in the Marin County region
- Currently teaching in an assignment authorized by the Preliminary Credential he or she holds.

### Eligibility for Clearing a Credential through the Marin County Teacher Induction Program

- Teachers whose Preliminary Credential renewal codes indicate eligibility for clearing through Induction Credentials include: Multiple Subject, Single Subject, and Education Specialist Preliminary (Mild/Moderate and Moderate/Severe Authorizations)
- Teachers with Out-of-State credentials and fewer than two years of teaching experience
- Teachers with credentials from other countries
- Teachers with an Education Specialist Level I Credential

### Induction Program Components for the Professional Clear Credential

- Complete a state-approved two-year induction program beginning in your first year of teaching
- Demonstrate, apply, and synthesize knowledge and skills acquired in professional preparation in relation to the California Standards for the Teaching Profession
- Integrate support provided by a qualified Mentor in the job embedded program
- Complete standards-focused program and state requirements

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## II. Marin County Teacher Induction Program Support Components

The Marin County Teacher Induction Program offers a high-quality job-embedded, individualized system of support and development for Teachers. There are three components of support for Teachers offered:

1. Your Teacher Induction Mentor
2. Individualized Learning Plan
3. Professional Development

### 1. Your Teacher Induction Mentor

Teachers have weekly on-site contact during and after school hours (averaging not less than one hour per week) with a Mentor who is an exemplary, experienced educator. The program works with your district/school to match mentors and Participating Teachers according to credentials held, grade level and/or subject area, as appropriate to the beginning teacher's employment to the greatest extent possible.

#### Mentors:

- Provide classroom support during the first two years in the classroom or continued support for those who have been interns, or have taught out of state or out of country within the first 30 days of employment.
- Work with Teachers to design an individualized learning plan connected to the *California Standards for the Teaching Profession* solely for professional growth and development and not for evaluation of employment purposes within the first 60 days of program registration.
- Observe and coach Teachers, offer emotional support, assist with short- and long-term planning, help design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the site administrator.
- Arrange and facilitate veteran Teacher observations.
- Maintain a confidential, formative development professional relationship with Teachers. Mentors do not share information contributing to evaluation with administrators or department chairs.

### 2. Individualized Learning Plan-Growth in the Mastery of the California Standards for the Teaching Profession

Teachers and Mentors use the Induction processes and tools- a set of flexible graphic organizers designed to help Teachers solidify best practices in teaching. The use of these tools is based on the professional development needs of the Teacher.

- Teachers and Mentors collaboratively assess teaching practice in relation to the California Standards for the Teaching Profession (CSTPs).
- Teachers work with Mentors in setting and reflecting on professional goals, analyzing student work, classroom observations, lesson plans, and other experiences to guide professional development and support differentiated activities as applicable to the Teacher's individual learning plan.

- Together, the Mentor and Teacher complete plans for individualized learning plan in the first 60 days and continue to revisit goals throughout the year.

The Marin County Teacher Induction processes are designed to help Teachers grow professionally by supporting them within their own classroom context to construct knowledge and strong instructional practice from the beginning. Establishing strong professional habits and dispositions such as collaboration, seeking to know students, goal-setting, data-driven decision-making, designing rigorous standards-aligned instruction, ongoing reflection and learning can support Teachers in making rapid growth with the support of their mentor during Induction.

### **3. Professional Development**

Professional Development aligned with the *California Standards for the Teaching Profession*, the Common Core State Standards and Academic Content Standards, is critical to the growth of new teacher practice. It is the expectation of the Marin County Teacher Induction Program that Teachers fully engage in their districts' professional development activities and work to integrate their learnings into their classroom practice.

At the beginning of the year, all Teachers attend a Year 1 Orientation or Year 2 Goal Setting Seminar outlining the benefits and requirements of the Program. Throughout the fall, each Teacher and mentor work weekly to facilitate collegial networking and the completion of Induction Program requirements. Mentors may also assist Teachers in locating subject-specific professional experts that will enhance Teachers' classroom practice. At the start of the second semester, Teachers and Mentors together attend an afternoon seminar designed to support the Teacher with an opportunity to network and reflect on individualized goals at mid-year. The partners have time to refine their current individual learning plan and update goals and next steps. At the end of the year, Teachers attend a final Reflection seminar in which they share their inquiry cycle learning with colleagues.

Between mentor-facilitated ongoing support and other district-sponsored or subject-specific events, Teachers receive robust professional development that will accelerate their practice.

Each year the program reviews the Participating Teachers growth at mid-year and end-of-year and provides individualized feedback to the Participating Teacher, Mentor, and district leadership to support growth towards mastery in the *California Standards for the Teacher Profession*. Formative feedback is not shared with Leadership representative if a direct evaluator of teacher.

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## **III. What Can You Expect From Your Mentor?**

Your Mentor is prepared to support you in completing program requirements in a variety of ways over the course of your Induction experience. The Marin County Teacher Induction Program is highly personalized and intended to provide a balance of "just-in-time" mentoring to support your immediate needs with longer-term development of effective habits of practice. Your context, content and grade level, your own learning strengths and needs, the time of the year, and other factors will influence the course of your work together.

To make the most of this unique professional development opportunity, think about how your Mentor can best support your professional growth and your students' learning before each meeting. Below are a few options for how you and your Mentor may choose to structure your time together to accelerate your practice in relation to the CSTP.

### **CSTP 1: Engaging and Supporting All Students in Learning**

The Mentor can:

- Videotape lessons for reflection
- Work with/assess/observe individual students or small groups
- Brainstorm best practices and strategies for engaging individual students or small group.
- Model specific teaching strategies and lessons (whole class, small group)
- Co-teach a section or lesson
- Arrange and facilitate opportunities for you to observe veteran colleagues either in person or via video

### **CSTP 2: Creating and Maintaining Effective Environments for Student Learning**

The Mentor can:

- Support the development of a classroom culture conducive to success with the Common Core and other rigorous standards
- Provide resources and ideas for learning about students as individuals to best tailor the classroom environment and instruction to meet the needs and strengths of students
- Help establish standards for student behavior
- Co-plan routines and procedures for: homework, paperwork, classroom jobs, entering and leaving the classroom, distribution and care of supplies and equipment, etc.
- Provide resources, knowledge and/or demonstration of Prevention strategies, intervention strategies, motivational systems, conflict resolution strategies, etc.
- Help build ideas for student cooperation and responsibility
- Collaborate on strategies to promote equity, fairness and respect in the classroom
- Assist to develop independent, self-directed learners
- Help organize the classroom: Room arrangement, seating, bulletin boards, materials and supplies, technology, and resources

### **CSTP 3: Understanding and Organizing Subject Matter for Student Learning**

The Mentor can:

- Provide/help you locate subject-specific resources, knowledge and information
- Connect you with veteran colleagues both within and outside of your school/district for content-specific resources
- Work with you to identify key standards, concepts and themes and connect those to the students' lives.
- Help you interrelate key concepts across subject matter areas
- Collaborate with you to organize and sequence standards-aligned curriculum
- Provide resources for English Learners and special population students

### **CSTP 4: Planning Instruction and Designing Learning Experiences for All Students**

The Mentor can:

- Collaborate with you to design lesson plans and units that are:
  - Standards-based
  - Aligned with district frameworks and texts
  - Connected to broader, culturally responsive themes

- Interrelated across subject matter areas
  - Aligned with appropriate assessments
- Work with you to differentiate for students with diverse readiness levels, interests, and learning styles
- Help you develop data-driven flexible groups
- Demonstrate, model, or support you as you utilize educational technology and media
- Help you develop strategies that will meet the needs of English Learners and special population students
- Support you in the use of a variety of research-based instructional strategies
- Discuss ways to engage students in problem solving and critical thinking

### **CSTP 5: Assessing Students for Learning**

The Mentor can collaborate with you to:

- Design differentiated assessments
- Use multiple sources of information for grading
- Involve students in assessing their own learning
- Analyze student work
- Assess language development
- Use the results of pre - formative, and summative assessments to guide instruction
- Implement and/or score district-wide assessments
- Prepare for standardized testing
- Develop grading systems
- Prepare report cards
- Plan parent conferences

### **CSTP 6: Developing as a Professional Educator**

The Mentor can:

- Reflect on teaching practice and connect you with needed professional development
- Be a thinking partner as you establish, work towards, and reflect upon professional goals
- Support you to create work-life balance, especially related to managing professional responsibilities and maintaining motivation
- Establish positive relationships and communication with:
  - Parents and families
  - Site and district administrators
  - Colleagues
  - Resource personnel
  - Support staff
  - Community resources
- Help you plan and reflect on:
  - Back-to-School Night
  - Parent conferences
  - Home visits
  - Field trips
  - Open House
  - School programs/assemblies
  - Substitute plans

## IV. Induction Program Completion Requirements

Read your Preliminary Credential carefully and become familiar with the requirements to clear. To view your credential, go to <http://www.ctc.ca.gov/>

In order to satisfy requirements for Induction completion and be eligible to file for a Professional Clear Credential, you must complete the following ***each year for two years***, in partnership with your Mentor:

### 1. On-going Collaboration With Your Mentor

- Weekly contact (averaging at least one hour) with your Mentor.
- Mentoring sessions balanced between just-in-time support with students and teaching and longer-term guidance to promote enduring professional skills.
- Progress towards ***California Standards for the Teaching Profession*** mastery and Individual Learning Plan goals documented collaboratively with your Mentor on your Teacher Induction tools.

### 2. Completion of Required Evidence Related to the California Standards for the Teaching Profession

Teachers focus on a set of California Standards for the Teaching Profession Elements each year:

- Teachers focus on improving their pedagogical skills connected to individualized professional growth goals through practice and refinement of effective teaching practices for all students through focused cycles of inquiry.
- At mid-year and end-of-year, Teachers submit required evidence related to application of the California Standards for the Teaching Profession
- Using identified criteria, Mentors and program leaders review the submitted Required Evidence, and assess whether the candidate has met Clear Credential requirements.
- Teachers may revise and resubmit any documents that do not initially meet completion criteria.

### 3. Participating in Teacher Professional Development

- Attend Marin County Teacher Induction orientation/launch, mid-year and end-of-year guided reflection seminars
- Attend weekly individual or group mentoring sessions as appropriate
- Engage fully in district-sponsored professional development

### How Does Verification of Program Requirements Occur?

Marin County Teacher Induction completion will be verified by the Mentor. If necessary, the Teacher will be contacted by the Program Director with information about unmet requirements, and work with the Mentor to complete those requirements.

### What if Program Requirements Are Not Met?

In the event the Teacher will not complete the requirements of the Induction Program within the two years, a Request to Extend must be submitted. Costs will be determined by the amount and type of requirements that need to be completed and will be the Teacher's responsibility.

## **What Do I Do When All Requirements Are Met?**

Once all induction requirements have been met, the following will occur:

- The Teacher will receive a Clear Credential application form from the Program.
- This form must be completed by the Teacher and returned to the Program office.
- The Program will verify all state and program requirements are met.
- The Marin County Teacher Induction Program will recommend the Teacher for the Clear Credential during the months of July and August. The California Commission on Teacher Credentialing will notify the Teacher via email with instructions for completing the recommendation, including payment, in order to receive the Clear Credential.

**NOTE:** Per CCTC guidelines, recommendations for the Clear Credential are only good for 90 days. If the teacher does not follow the link in the email and complete the process, the Teacher's recommendation expires from the system and must be re-recommended by Marin County Teacher Induction Program at an additional cost to the Teacher.

## **How Long Do I Have To Keep Induction Documents?**

Maintain evidence of completion of the Induction Program for five years.

## **Can I Earn University Credit For My Induction Work?**

Teachers have the option of purchasing Dominican University of California continuing education units of academic credit for each year of program participation. Credits can contribute towards advancement on district salary schedules. For more information, see our website.

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## **V. Early Completion Option (ECO)**

### **Program Purpose**

SB 57 is legislation that allows an accelerated program option for "exceptional and experienced" Teachers who meet the eligibility requirements to complete the Induction program at an advanced level.

### **Who Qualifies for the ECO Option?**

Those with a California Preliminary Credential and two or more years of full-time teaching experience as the Teacher of record and verification of exceptional teaching practice through rigorous positive evaluations and recommendations by administrators.

## How Do I Apply For The ECO Program?

- Eligible Teachers will submit an application for the ECO and all supporting documents (listed below) to the Marin County Teacher Induction Program Director no later than **November 30**. It is the Teacher's responsibility to request an application from the Program Director.
- The application should include all of the following:
  - The Application cover page
  - At least two satisfactory Teacher performance evaluations, one of which has been conducted within the last two years
  - A letter of recommendation from your current principal/evaluator addressing your exceptional skills in the California Standards for the Teaching Profession (CSTP) **and** appropriateness for the Induction Program Early Completion Option (ECO)
  - A portfolio of evidence demonstrating your experience and exceptionality The application should demonstrate:
    - Teaching strategies that motivate all students to engage in the learning
    - The ability to establish and maintain high standards for student behavior
    - Deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding
    - An ability to evaluate and assess student achievement
    - An ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students
    - Pursuit of opportunities to grow professionally
- Upon approval of the application, the Marin County Teacher Induction Program Director (or designee) will contact the ECO candidate to meet and to begin to develop an Individualized Induction Plan.
- The ECO candidate will work with their mentors over the course of a modified time to address the CSTPs.
- The ECO candidate and mentor work together to successfully complete the ECO requirements as outlined in the *Individual Induction Plan* developed by Program Leadership.

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## VI. Important Marin County Teacher Induction Policies to Know

### What happens if I miss a meeting with my partner?

*Meeting regularly with your Mentor/Teacher is at the heart of our program. Therefore, it is important that you make all efforts to be present at all meetings scheduled. We recognize that unexpected issues arise and that you may need to reschedule a meeting. However, repeatedly missing meetings without prior notice to your mentor may put you in danger of not meeting induction requirements.*

- The expectation is that you will inform your partner in a timely manner about any meeting you will miss. If you miss meetings regularly, an individual plan will need to be designed to support this required component of the program.

## **What do I do if I need to take more than four weeks off during a semester?**

*Regular opportunities to work with your mentor and to employ new ideas in your work is central to successfully completing your Induction. When you miss more than **four weeks** of school, you do not have the opportunity to participate in Induction in a meaningful way and, therefore, are ineligible to participate in the Marin County Teacher Induction program for that semester. Upon your return, the Program Director will customize an Induction Plan for you to follow.*

## **What do I do if my mentor and I are not working well together?**

*Mentors and new Teachers are paired together using a variety of criteria that are intended to increase the likelihood of creating a positive and meaningful relationship. However, as in all relationships, challenges sometimes arise. If you are having significant concerns about your relationship with your mentor, please follow the steps below:*

- Have an honest conversation with your mentor about what is and is not working in your relationship. Most issues stem from misunderstandings and addressing the situation openly can lead to the resolution of most differences.
- If your conversation with your mentor does not resolve the issue, contact your District Leadership representative or the Program Director. S/he will work with you and your mentor in an attempt to resolve the situation.
- If the situation cannot be resolved, the District Leadership and Program Director will work to place you with another mentor as soon as possible.

## **What happens if the Marin County Teacher Induction Program closes?**

*Once a Teacher is accepted and enrolls in our program, we offer the program until the teacher completes the program; withdraws from the program; is dropped from the program based on established criteria; or is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.*

In the event the program closes, a “teach-out” plan, which includes individual transition plans for each Teacher as well as a plan for Teachers to access records for this purpose.

## **What is the Grievance Policy?**

Each Teacher is able to seek assistance from either the district leadership representative or the Marin County Teacher Induction Program to support a grievance. The purpose of the grievance policy is to establish guidelines for responding to and resolving grievances in such a way as the rights of the Teacher Induction clients and staff and the standards and rules governing the approved Induction Program are protected. To that end, concerns should be attempted to be resolved at the lowest possible level, starting with the person or process the complaint is concerning.

## **What if the Teacher does not complete program requirements?**

- In the event the Teacher does not meet the requirements of the program, the Teacher can appeal to the Program Director.
- The Teacher may extend participation (cost involved), and/or may revise and submit if appropriate.

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## Glossary of Terms

### Co-assessment -ILP

**Co-Assessment-Individual Learning Plan:** Each Teacher designs and updates a Roadmap at least twice a year to master progress towards completing Induction requirements and showing CSTP growth over time in professional goals.

### CCTC

**California Commission on Teacher Credentialing:** Issues and regulates teaching credentials in California. <http://www.ctc.ca.gov/>

### MCOE

**Marin County Office of Education:** [www.marinschools.org](http://www.marinschools.org)

### Induction Completion

Completion of the Induction Program requires, each year for two years: Weekly meetings with Mentor, completion of Induction processes, attendance and demonstration of classroom application of the California Standards for the Teaching Profession.

### Continuum

**The Continuum of Teaching Practice:** A table showing the range of teaching abilities based on each of the CSTP. Used for co-assessment, self-assessment, and professional growth.

### CSTP

**California Standards for the Teaching Profession** (revised 2009), adopted by the California Department of Education and the Commission on Teacher Credentialing. [www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)

### ECO

**Early Completion Option:** A rigorous one-year program for Teachers deemed "exemplary and experienced".

### EL

**English Learner**

### ILP

**Individual Learning Plan:** The Individual Learning Plan each Teacher creates in collaboration with their Mentor, and in consultation with their Site Administrator, that includes co-assessment on the Continuum of Teacher Practice and Goals.

### Induction

A job-embedded two-year program of applying and demonstrating theory and knowledge acquired in the Preliminary preparation program, leading to the Clear Credential recommendation. Support by a Mentor and collaborative formative assessment are based on Induction Program Standards as required by the California Commission on Teacher Credentialing. If an Induction Program is locally available, completion of that Induction program is required in order to earn a Professional Clear Credential.

**Mentor**

Exemplary experienced teacher trained to support and advise new Teachers. Also referred to as a Support Provider.

**NTC**

**New Teacher Center** researches and disseminates the induction model and practices used by the Marin County Induction Program.

**Teacher**

A Teacher enrolled in the Marin County Teacher Induction Program. Also referred to as a Participating Teacher.

**SB 2042**

Refers to **Senate Bill 2042**, which specifies the process for attaining a California Professional Clear Credential. Preliminary Credentials issued currently through California University Teacher preparation programs are called “2042 credentials.”

**Marin County  
Teacher  
Induction  
Program**

The **Marin County Teacher Induction Program**: A state-approved Induction Program that supports Teachers in a consortium of districts and schools across Marin county.

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