



MARIN COUNTY
OFFICE OF EDUCATION

Marin County Teacher Induction Program Handbook

Beth Kradepohl

Director of Education Services
bkradepohl@marinschools.org

Laura O'Grady

Assistant Project Manager
logrady@marinschools.org

Phone: 415.499.5881

Fax: 415.491.6625

1111 Las Gallinas Ave.
San Rafael, CA 94903

MARIN COUNTY TEACHER INDUCTION PROGRAM WEBSITE

www.marinschools.org/page/3887

I. Induction Program Admission Requirements

What Is Induction?

Induction is the period of support, professional development, and development of reflective practice 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 Special Education 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 Department of Education: <http://www.cde.ca.gov/>

Requirements to Enter an the Marin County Teacher Induction Program

- Current Preliminary Teaching Credential**
- Current employment as a Teacher in the Marin County region**
- Current teaching assignment that is authorized by the Preliminary Credential held**

To view your CTC Educator account and check the status of your Preliminary Credential and any associated requirements, create an account or login at: <https://educator.ctc.ca.gov/>

II. Marin County Teacher Induction Program Support Components

The Marin County Teacher Induction Program is a research-based, two-year, job-embedded program that is focused on mentoring and individualized Teacher support that begins in the first year of teaching. There are three components of support for Teachers:

1. Teacher Induction Mentor
2. Individualized Learning Plan (ILP)
3. Professional Development

1. 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 educator with a minimum of 3 years experience. 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. Mentoring approaches are guided by the research-based resources of *The Art of Coaching* and *Responsive Mentoring*.

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 (ILP) connected to the *California Standards for the Teaching Profession (CSTP)* within 60 days of enrollment in the Teacher Induction program. ILPs are initially guided by their preliminary program transition plan, with program and administrator input. Per the CTC, "Preliminary programs develop their own Induction Development Plans (IDP), which are based upon the Teaching Performance Expectations (TPE). The IDP identifies the TPEs where the program completer is stronger and where the individual needs additional support." Teachers bring their IDPs to their first Teacher Induction Workshop to guide their initial ILP.
- Ensure that the ILP is developed within the first 60 days of program registration and is used solely for professional growth and development and not for evaluation of employment purposes.
- Support relationships between the teacher, administrator, colleagues, parents, and the community.
- Guide teachers with "just in time" support related to challenges as they arise and "longer term analysis" of their teaching as related to all 6 CSTPs. Mentors support teachers to:
 - Collect and analyze student data
 - Understand and develop content
 - Develop strategies for English language learners
 - Develop strategies for students with disabilities
 - Identify resources and professional development opportunities
 - Design and plan instruction
 - Observe and reflect on lessons
 - Minimize bias through culturally responsive pedagogy
 - Arrange and facilitate veteran teacher observations
 - Build teaching practices in the Continuum of Teaching Practice:

<https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf>

- Continuously guide teachers in reflection on effectiveness of instruction, analysis of student and other outcomes data, and use of data to further inform the repeated cycle of planning and instruction.

2. Individualized Learning Plan (ILP)

Growth in the Mastery of the California Standards for the Teaching Profession (CSTP)

- Teachers and Mentors review the teacher’s pre-service transition plan (Induction Development Plan, IDP), review all 6 CSTP, reflect onsite and district initiatives and determine 2 CSTP with associated elements that they would like to develop for each semester of the Induction Program.
- Teachers and Mentors use the Continuum of Teaching Practice to collaboratively assess their current level of teacher development as Emerging, Exploring, Applying, Integrating, or Innovating in relation to the California Standards for the Teaching Profession (CSTP).
- Teachers work with Mentors to develop Specific, Measurable, Achievable, Relevant, Time-Bound (S.M.A.R.T.) goals with clear and specific action steps related to the CSTP, and record them in the ILP template within the first 60 days in the program.
- Mentors work with Teachers to analyze student work and assessment data, provide data and feedback related to classroom observations, and support development of lesson and unit plans.
- Mentors support teachers to reflect on their professional learning and offer support as identified through focused cycles of inquiry.
- Mentors support Teachers in locating available resources and professional development experiences related to their ILP.
- Teachers work with mentors to collaboratively reflect on (S.M.A.R.T.) goals and periodically adjust them as necessary (minimum of once per year).
- Mentors complete weekly Activity Logs to document progress/growth across all 6 CSTP.

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 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, mentor-supported growth 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 and attend Marin County Office of Education (MCOE) Workshops when appropriate.

MCOE Professional Development Workshops Link: <https://www.marinschools.org/Page/8710>

As part of the Marin Teacher Induction Program, all Teachers attend a Year 1 Orientation or Year 2 Kickoff Workshop outlining the benefits and requirements of the Program. At the start of the second semester, Teachers and Mentors together attend a Year 1 or Year 2 Workshop 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 ILP and update S.M.A.R.T. 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.

Throughout the year each Teacher and Mentor pair work to facilitate collegial networking, and identify and review resources, trainings, and professional development that is related to each Teacher’s individual needs and their ILP goals. Mentors may also assist Teachers in locating subject-specific professional experts that will enhance Teachers’ classroom practice.

Each semester, the Program reviews the ILP, S.M.A.R.T. goals, and action steps and offers feedback in its development. The Program also reviews the Teachers growth at mid-year and end-of-year and provides individualized feedback to the 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 representatives if a direct evaluator of the teacher.

III. What Can You Expect From Your Mentor?

Mentors attend research-based Academies and Forums based on their year(s) of experience. Mentors are provided professional development in coaching and mentoring using Responsive Mentoring and/or The Art of Coaching as a guide. They are guided in goal setting, use of appropriate mentoring instruments, best practices in adult learning, and program processes to support candidate growth and effectiveness.

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.

All Teacher Induction work is centered around the California Standards for the Teaching Profession (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 groups
- 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
- Share methods to collect data from multiple sources to learn about students and their needs
- Develop surveys/interviews to learn about individual students prior knowledge, backgrounds, and experiences
- Access technology and resources available at the school/district
- Determine strategies to guide the critical thinking of students

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
- Integrate school-wide behavioral supports within the classroom environment
- Support collaboration with the Student Success Team, Special Education team, counselor, and school psychologist to develop student specific behavior plans
- Provide feedback on pacing and use of instructional time.

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.
- Share strategies to build understanding of key vocabulary and academic language
- Plan and sequence lessons
- Prepare units for project based learning
- Develop graphic organizers
- Provide resources for English Learners and special population students.
- Attend collaboration meetings with Special Education Team

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
- Brainstorm student learning goals for students/groups
- Review curriculum guidelines, frameworks, and content standards and map the semester/trimester
- Discuss class' progress with daily and long-term goals, and shift area of focus

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
- Create data collection systems to track data
- Develop tools for students to make goals and track their progress
- Prepare for standardized testing
- Build methods for consistent communication with parents about student progress and behavior

CSTP 6: Developing as a Professional Educator

The Mentor can:

- Reflect on teaching practice and connect you with needed professional development
- Align individual professional goals with district goals and initiatives
- 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
- Interpret school policies
- Reflect on and understand personal biases and how they may impact teaching and student achievement

IV. Marin County Teacher Induction Program Completion

Read your Preliminary Credential carefully and become familiar with the requirements to clear. To view your credential, create an account or login at: <https://educator.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. Collaborate weekly with your mentor for a minimum of an hour

- 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.
- Complete requirements set forth by the program each semester (i.e. collaboratively plan a lesson, be observed by your mentor, meet to discuss observation data, observe a colleague).

2. Develop an Individual Learning Plan

- Teachers use the California Standards for the Teaching Profession as a guide to develop individualized professional growth goals, a description of how to meet them, with defined and measurable outcomes (Individualized Learning Plan with S.M.A.R.T. goals and action steps).
- Teachers must reflect on their goals with their mentor on an ongoing basis, with a written reflection at the end of each semester.
- The Individualized Learning Plan (ILP) is initially guided by their preliminary program transition plan, and adjusted with program and administrator input.
- The Individualized Learning Plan (ILP) is submitted for feedback from the program 4 times per year.
- Teachers may revise and adjust their Individual Learning Plans with administrator, program, and mentor feedback at any time.
- Teachers may resubmit any documents that do not initially meet completion criteria.

3. Participate in Professional Development

- Connect with and become part of the larger professional learning community by collaborating with colleagues at the Marin County Teacher Induction orientation/kick-off, mid-year and end-of-year guided reflection workshops
- Engage fully in district-sponsored professional development and professional learning communities
- Seek and use resources related to ILP goals, including but not limited to Marin County Office of Education workshops, review of scholarly articles and books, resources shared by your mentor, etc.
- Work with your mentor to consistently reflect on effectiveness of instruction, analysis of student outcomes data, and use of data to further inform the repeated cycle of planning and instruction

V. Early Completion Option (ECO)

SB57 is legislation that allows a modified program option for exceptional experienced teachers who meet the eligibility requirements to complete the Marin County Teacher Induction program at a faster pace.

Who Qualifies for the ECO Option?

Who may qualify (all candidates must be holders of a California Preliminary Credential)

- Teachers with two or more years of full-time experience at an accredited private or public school
- Teachers from out-of-state with two or more years of full-time verified private school experience
- Teachers who have taught 60% or more while completing an 18-month or 2-year California Intern program
- Teachers who have completed other renewal requirements for a clear credential (i.e. RICA)

Criteria for acceptance into the ECO

- Submission of a portfolio that substantiates experience and exceptionality. Portfolio must include:
 - At least two satisfactory teacher performance evaluations as the teacher of record. One performance evaluation must have been conducted within the last year of teaching.
 - At least one recommendation from your current evaluator supporting your application for the ECO.
 - A resume **and** examples of your exceptionality. This could include certifications from trainings, examples of lessons, a link to your class website, etc.
- The candidate must participate in an interview with Marin County Teacher Induction Leadership to review ECO application, present ECO portfolio, and explain qualifications (exceptionality and experience) for the ECO. **Evidence of skills at the level of Applying (based on the Continuum of Teaching Practice) on all 6 Standards of the California Standards of the Teaching Profession (CSTP) must be demonstrated in the Portfolio and Interview.**

[Continuum of Teaching Practice](https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf)

<https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf>

How Do I Apply For The ECO Program?

Procedure for Application for the Early Completion Option:

- Interested teachers will submit the *Early Completion Option (ECO Application)* and all supporting documents (listed above) to the Marin County Teacher Induction Program and participate in an Interview with Marin County Teacher Induction Leadership no later than Nov 30.
- It is the Teacher's responsibility to request an application from the Program Director.

Upon Approval of the ECO Application:

- The Marin County Teacher Induction Program Director (or designee) will contact the ECO candidate to meet and to begin to develop an Individual Induction Plan.
- The ECO candidate will work with their mentor 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.

VI. Marin County Teacher Induction Program Completion Process

Marin County Induction Program Requirements for 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 (CSTP)
- Integrate support provided by a qualified Mentor in the job-embedded program
- Complete standards-focused program and state requirements

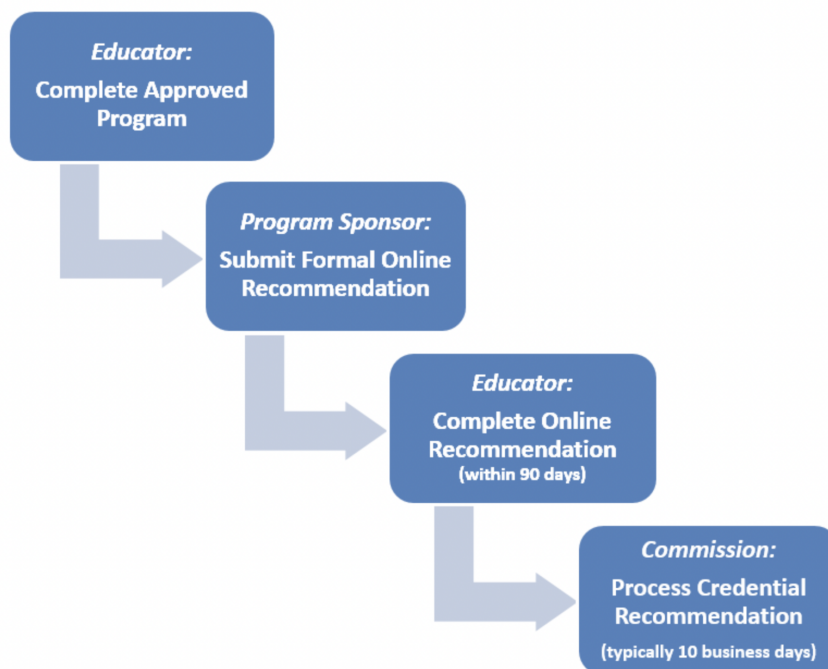
Verification of Program Requirements

Teachers are required to complete all requirements of the Teacher Induction Program. Marin County Teacher Induction completion will be verified by the Mentor each semester. 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.

Process to Clear Credential

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 summer. 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 valid 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.

VII. Marin County Teacher Induction Program Policies

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. The Marin County Teacher Induction Program follows all Non-Discrimination policies in effect with the Marin County Office of Education.

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.

Mentor Selection Guidelines: Qualification, Selection, & Training

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience
- Excellent professional role model with strength in instructional strategies, classroom management, planning and organization for teachers, and principles of learning
- Mentor credential and subject matter background should match the beginning teacher's assignment
- Demonstrated understanding of the characteristics/needs of a new teacher
- Willingness to participate, with beginning teachers, in Workshops and to meet weekly for an hour
- Readiness to engage in just-in-time coaching and long-term goal planning and reflecting with beginning teachers
- Commitment to taking a proactive role in the partnership and to build a collaborative relationship with a new teacher partner

Mentor Match Policy

As a Consortium, the Leadership Team Liaison for each district works with their administrators to match teachers based on credential area and grade level. Teachers are matched within 30 days of registration in the program.

Record Retention Policy

The Marin County Teacher Induction Program follows all Record Retention policies in effect with the Marin County Office of Education (MCOE). This includes the following:

- a) candidates and graduates have access to and can be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion;
- b) all candidate records are maintained at MCOE on paper and/or digitally; and
- c) records are kept in locked cabinets and/or on a secure server located in a room not accessible by the public.

ALL paper records will be destroyed 5 years after completion of the program.

Mentor Expectations

In order to assure that teachers complete the requirements for a Professional Clear Credential, all Mentors are asked to agree to the following responsibilities.

Responsibilities include:

- Assure my Teacher receives an average of not less than one hour per week of individualized support coordinated and or provided by me.
- Assist my Teacher in co-designing and completing an Individual Learning Plan (ILP based on the *California Standards for the Teaching Profession (CSTP)* within 60 days of program enrollment.
- Provide “just in time” support for my Teacher, in accordance with the ILP, along with longer term guidance to promote enduring professional skills.
- Facilitate my Teacher’s growth and development through modeling, guided reflection on practice, and feedback on classroom instruction.
- Connect my Teacher with available resources to support their professional growth and accomplishment of the ILP.
- Periodically review the ILP with my Teacher and make adjustments as needed.
- Ensure the ILP is used solely for professional growth and development and not for evaluation of employment purposes.
- Support my Teacher in practicing and refining teaching strategies through focused cycles of inquiry.
- Assist my Teacher in reflecting on their progress toward all 6 of the CSTP.
- Utilize the dedicated time provided by the District for the purpose of classroom support, observations, and other activities contained in the ILP.
- Facilitate reflective, ongoing conversations with my Teacher to support job-embedded professional learning.
- Participate in informal and formal classroom observations of my Teacher.
- Review and share all Induction Program requirements with my Teacher.
- Attend all required Mentor trainings, forums, and workshops.
- Without revealing the confidential content of the Induction work, participate in a Triad conversation with my Teacher and their site administrator.
- Participate in the program evaluation process.
- Support in the reassignment of my Teacher in the case that we are poorly matched due to assignment, temperament, or that I am unable to continue with the Mentor Expectations.

VII. Frequently Asked Questions

What happens if I miss a meeting with my mentor?

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 Liaison 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?

The Marin County Teacher Induction Program shall offer the approved programs, meeting the adopted standards, until the teacher:

- completes the program.
- withdraws from the program, following the program withdrawal process.
- is dropped from the program due to change in employment status; or
- is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event Marin County Teacher Induction's educator preparation program closes, the following Teach Out Plan will be put into place:

1. All teacher records will continue to be maintained within the Marin County Office of Education

Department, and electronic databases with continued access through the Program Completion/Records Request Form for all graduates and candidates at the time of closure.

2. All teachers enrolled at the time of a program closure will be enrolled into local educator preparation programs including but not limited to Sonoma County Office of Education, North Coast School of Education. The Marin County Teacher Induction Program assumes all responsibility for enrolling candidates and supporting their transition into the program.
3. In the event of a program closure, the Education Services Director of MCOE will assume full responsibility for the continued maintenance and access to teacher records, as well as ensure all teachers are enrolled in regional educator preparation programs as listed above.

What if the Teacher does not complete the semester 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.

What if Program Requirements to Clear Credentials 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.

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.

[Dominican Units Transcripts and Verifications](https://www.dominican.edu/directory/registrar/grades-and-records/ordering-transcripts-and-verifications)

<https://www.dominican.edu/directory/registrar/grades-and-records/ordering-transcripts-and-verifications>