New Teacher Induction

Handbook 2025-2026

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Vision

Empower educators to effectively implement California's standards and frameworks so all students reach their full potential by providing support through the collaboration of KCOE, program mentors and coaches, school and district administrators, and teachers.

Mission Statement

Enhance Educator Knowledge • Develop Educator Proficiency • Increase Educator Effectiveness

Participating Districts and Partners

KCOE New Teacher Induction staff is privileged to work with the following school districts, institutions of higher education, and organizations.

PARTICIPATING DISTRICTS

Armona Union Elementary School District
Central Union School District
Corcoran Unified School District
Hanford Joint Union High School District
Island Union Elementary School District
Kings County Office of Education
Kings River-Hardwick School District
Kit Carson Union Elementary School District
Lakeside Union Elementary School District
Lemoore Union Elementary School District
Lemoore Union High School District
Pioneer Union Elementary School District
Reef-Sunset Unified School District

INSTITUTIONS OF HIGHER EDUCATION (IHEs)

California State University, Fresno
Fresno Pacific University
UMass Global

ORGANIZATIONS

Kings County Office of Education (KCOE)
Human Resources and Credential Department (KCOE)

These partnerships provide regular, active collaboration and communication dedicated to the support and guidance of KCOE's New Teacher Induction program.

Welcome to the New Teacher Induction Program

Welcome to Kings County Office of Education (KCOE) New Teacher Induction. Our program provides a two-year, individualized, job-embedded program for all new teachers in Kings County schools. KCOE New Teacher Induction provides support and opportunities for reflection and growth for educators seeking to clear preliminary multiple subject, preliminary single subject, and preliminary or level 1 education specialist credentials.

As mandated by the state, all new teachers, or teachers newly credentialed in California (hereafter referred to as candidates), must participate in an induction program approved by the Commission on Teacher Credentialing (CTC) within their first year of teaching. Program standards adopted by CTC in October 2016 provide the foundation for all accredited induction programs. During the induction experience, candidates receive extensive support as they build on the knowledge and skills gained during the preliminary preparation program. All candidates develop an Individualized Learning Plan each year of the program that serves as a roadmap during this time of professional learning and growth. The candidates receive regular mentoring support, participate in cycles of inquiry, and have multiple opportunities to reflect upon and demonstrate growth in the California Standards for the Teaching Profession (CSTP) during the course of California induction programs.

We are proud to provide Kings County with a flourishing induction program and welcome **ALL** eligible candidates to participate.

Program Goals

The KCOE New Teacher Induction program goals are aligned with the laws that govern local teacher induction programs. Education Code Section 44279.2 requires that the purpose of the program shall be to:

- provide an effective transition into teaching for beginning teachers.
- improve the educational performance of students through training, information, and assistance for candidates.
- enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
- support the growth toward professional success and retention of beginning teachers who show promise of becoming highly effective professionals.
- ensure intensive, individualized support and assistance for each beginning teacher.
- establish an effective, coherent system of performance assessment that is based on a framework of common expectations for teachers - the *California Standards for the Teaching Profession (CSTP).*
- ensure an Individualized Learning Plan (ILP) for each beginning teacher is based on on-going teacher development and is developed within the first 60 days of teacher's enrollment in the program.
- ensure continuous program improvement through ongoing research, development, and evaluation.

Additional local program goals include:

- ensuring each beginning teacher is partnered with a highly qualified mentor whose knowledge and skills are enhanced by participation in the program.
- enhancing the knowledge and skills of other educational partners including co-sponsoring districts, site and district administrators, IHE partners, and Advisory Committee members.

Nondiscrimination Statement

Kings County Office of Education, is committed to ensuring equal, fair, and meaningful access to employment and education services. KCOE does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, immigration status, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively.

Educational Partner Benefits

Districts Receive:

- Increased new teacher retention and improved teaching practices
- Trained mentors, knowledgeable about beginning teacher needs and effective strategies to support development in the profession
- Highly qualified teachers
- Increased leadership capacity at school sites
- KCOE professional learning at no charge to all candidates currently enrolled in KCOE New Teacher Induction. Please note: districts will incur a charge for candidates who register but do not attend without following the cancellation policy.

Mentors Receive:

- Support in developing and refining coaching skills
- Initial mentor training including implementation of the California Standards for the Teaching Profession (CSTP); training in observation skills; confidential use of evidence from fair and equitable formative assessments; use of assessment evidence to develop Individualized Learning Plans (ILP) with their candidates
- Training on requirements for completion of the program
- Extended knowledge of classroom practice
- Training in reflective practice through a shared system of support
- Access to a variety of professional learning opportunities
- Professional learning resource materials
- Possible district stipend upon completion of **all** mentor requirements (amount to be determined and paid by districts/sites)
- Continuing education units (optional at mentors own expense)

Candidates Receive:

- Personal mentoring and coaching for a minimum of 1 hour per week with a total of 40 hours per year for each year of the program
- Formal and informal support for curriculum planning and classroom practice guided by a highly qualified and trained mentor
- Professional learning opportunities in each of the standard areas identified in the California Standards for the Teaching Profession (CSTP) and subject matter areas offered at no charge
- Reflective practice through a shared system of support
- Continuing education units (optional at candidates own expense)
- Recommendation for a clear teaching credential upon successful completion and **demonstration of competency of all requirements** of the program including but not limited to: ILP, a Plan, Do, Study, Act (PDSA) cycle, Mid-Year Chats, and Celebration of Growth
- Guidance and support from KCOE

New Teacher Induction Program Design

The KCOE New Teacher Induction (NTI) program is designed to meet the individual needs of candidates and to assist them in growing as professional educators. The program will provide the opportunity for holders of preliminary credentials to complete the requirements for their clear professional teaching credential. Components of our local program design include:

Mentoring - Mentoring is fundamental to the induction model. Candidates meet with their mentor a minimum of 1 hour per week with a total of 40 hours per year for each year of the program. Mentoring logs are completed weekly by the mentor on InductionSupport.com. Each log contains information discussed during the meetings as well as future activities/next steps. Logs are reviewed and acknowledged regularly by candidate.

Mentor Support - KCOE provides support to mentors during regularly scheduled trainings which includes time to develop coaching/mentoring skills, an understanding of adult learning theory, and the use of individualized goal setting while engaging with mentoring peers. Mentoring logs are regularly reviewed and mentors are contacted if KCOE sees a need for additional support. Monthly program newsletters are sent out to keep mentors informed. KCOE NTI staff is available to answer questions or address concerns.

Candidate Check-In - Support is provided during scheduled meetings periodically throughout the program. All candidates are visited by NTI staff at their site or virtually at least once during the school year. This is a time for program staff to get to know each of our new teachers. Monthly program newsletters are sent out to keep candidates informed. KCOE NTI staff is readily available to answer questions or address concerns.

Trainings/Meetings - These are regularly scheduled to support mentors and candidates. See NTI calendar for more information.

Program Milestones - These documents are completed and submitted through InductionSupport.com. Milestones are one measure of candidate competency that are required to receive a recommendation for a clear credential. KCOE program staff regularly monitor submissions and provide feedback. Due dates are provided to each candidate. If additional time is needed, candidates and/or mentors must contact an NTI staff member.

Continuum of Teaching Practice (CTP) - The Continuum of Teaching Practice is a self-assessment activity to be completed throughout the New Teacher Induction program. Candidates, with mentor support, will self-assess on the Continuum three times throughout the induction program and will submit the document at the end of year 2. The self-assessment and reflection will be shared at the Celebration of Growth presentation at the conclusion of year 2.

Individualized Learning Plans (ILP) - This document is developed together by the candidate and mentor to address the specific needs of the candidate during the program. Goals for each candidate must be developed within the context of the ILP within the first 60 days of enrollment in program. Other program milestones will be experienced through the lens of the ILP, including observations and a PDSA. Throughout the program, candidates will have opportunities to reflect upon their growth. See page 26 for additional information.

Mid-Year Chats - In January, all candidates and mentors attend Mid-Year Chats. This is a time to reflect on and share teaching and progress on the fall ILP growth goal in a collaborative setting. See page 29 for additional information.

Observations - These are designed to support ILP growth. Candidates have the opportunity to participate in observations that include self-observation through the use of video, observation of a peer or mentor, or a mentor observation of the candidate. After each observation, mentor and candidate debrief and candidate reflects on how the experience impacts ILP progress. See page 27 for additional information.

Plan, Do, Study, Act (PDSA) - This is a cycle of inquiry providing a structure to test change. Candidates, with mentor support, will complete a single cycle of PDSA to practice and refine teaching practice related to their current ILP growth goal. See page 28 for additional information.

Monitoring Requirement Completion - Candidates upload all program documents (milestones) into InductionSupport.com. NTI staff regularly check milestone reports for recent submissions for the duration of the induction experience. Submissions are carefully reviewed and marked either completed or resubmit. Feedback is provided when a submission is marked resubmit so candidates can reflect and make necessary changes. If a candidate falls behind in submissions, NTI staff will contact candidate and the assigned mentor to review program progression. If candidate continues to have incomplete submissions, district contact may be required. Adequate completion of all milestones is required in order to receive recommendation for clear credential.

Colloquium - Every year in May, year 1 candidates share their cycle of PDSA. During the Colloquium, candidates present to a small group of candidates and mentors. See pages 30-31 for additional information.

Celebration of Growth - Celebration of Growth presentations also occur in May for year 2 and ECO candidates. Candidates present to a panel of Kings County district administrators and representatives of Kings County Office of Education. See pages 32-35 for additional information.

Professional Learning - KCOE provides optional professional learning opportunities to support candidates' Individualized Learning Plan (ILP) goals and growth. All participating candidates are encouraged to attend. The professional learning opportunities offered directly align with induction program standards, California Standards for the Teaching Profession, and California Content Standards. Professional learning opportunities are published on KCOE's OMS as well as KCOE's website. All professional learning offered through KCOE will be free to all candidates currently in KCOE's NTI program. Please note: districts will incur a charge for candidates who register but do not attend without following cancellation policy.

Transcripts – All candidates will receive a Verification of Completion at the end of their second year should they successfully complete all program requirements. A Summary of Progress is provided to all year 1 candidates at the close of their first year of induction.

Credential Recommendations – Final recommendations for the clear credential are reviewed by the program's director and then forwarded to the KCOE credentials analyst. Under the supervision of the Assistant Superintendent of Human Resources, the credential's analyst posts the final recommendation to the California Commission on Teacher Credentialing.

Clearing Multiple Credentials - Upon adoption of the 2016 Teacher Induction Program Preconditions and Program Standards, CTC established the policy that an educator earning more than one teaching credential should only complete a single induction experience. This applies to educators who hold a clear teaching credential in one area (general education or special education) to be granted a clear teaching credential in a new credential type (special education or general education). This occurs upon completion of the appropriate preliminary teacher preparation program. Likewise, the single induction experience applies to candidates who enter induction with more than one preliminary credential (general education and special education both valid and not valid).

Candidates will indicate the need to clear more than one credential on the Candidate Information Form. Within 30 days of enrollment, NTI program staff will contact candidate for additional information.

Program Evaluation and Accountability - Candidates are ensured a high-quality induction experience through an extensive peer program review process. Program stakeholders and leaders use a structured, data-based process to assess and improve the quality of the program in order to assure alignment with induction program standards. Each year, the program staff engages in a rigorous self-study and review of documents and evidence for quality assurance which includes candidate, mentor, administrator, and other stakeholder survey feedback. Program accountability is further monitored through the CTC Accreditation system.

District Responsibilities

The district (or employing LEA) agrees to:

- Appoint a district administrator who will facilitate district general responsibilities and act as the KCOE NTI Advisory Committee member by attending Advisory Committee meetings to stay informed of KCOE NTI program requirements.
- Appoint a district level administrator to participate as a panel member for the Celebration of Growth process in May.
- Provide site administrators with information regarding the NTI Site Administrator Orientation and all subsequent meetings.
- Review all written materials, such as the KCOE New Teacher Induction Handbook and communicate with KCOE's NTI staff as necessary; disburse materials to applicable district staff as needed (NTI Calendar, Mentor Nomination form, etc.).
- At the point of hire, determine whether teachers qualify for the KCOE New Teacher Induction program and notify KCOE NTI staff.
- Notify each eligible teacher of their responsibility to enter a professional teacher induction program. Recommend eligible teachers participate in the KCOE NTI program according to the program standards as defined by CTC mandates. Provide qualified candidates with information regarding the KCOE New Teacher Induction program.
- Assist site administrators in selecting veteran teachers to serve as mentors to new teacher candidates. See page 15 for additional information.
- Ensure candidates and/or mentors attend scheduled NTI trainings as well as provide the necessary release time required to support the design of the program, including time to meet (at least 1 hour per week or a minimum of 40 hours per year) and to observe/visit exemplary veteran teachers as required by the program.
- Notify KCOE NTI program staff of any extended absence for mentor and/or candidate (i.e. maternity leave, medical leave, etc.) if:
    - a mentor is absent for two weeks or more.
    - a candidate is absent 90 calendar days or more. In this instance, it will necessitate a candidate being withdrawn from the program. A candidate may be reenrolled the following year upon returning to the classroom to complete induction.
- Guarantee that the Individualized Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.
- Ensure all district and site administrative staff respect the confidentiality between the mentor and the candidate. NTI program activities, support, and assessment will not be considered in district teacher evaluation, merit pay, salary increases, promotions, or sanctions.
- Adhere to KCOE's commitment to ensuring equal, fair, and meaningful access to employment and education services. KCOE does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, immigration status, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively.

Process to Inform and Enroll a Candidate

- District provides KCOE NTI program staff with names of potential candidates.
- NTI program verifies eligibility through CTC's website.
- NTI program provides potential candidates with Candidate Information Form.
- Candidate submits completed Candidate Information Form.
- NTI program confirms enrollment after reviewing all documents, CTC website, and verifying credential(s) and any unmet requirements.
- Candidate attends KCOE NTI Orientation. Candidate receives a detailed overview of program requirements and signs Candidate Roles and Responsibilities.

Process to Disenroll a Candidate

In the event that a candidate is no longer the teacher of record (i.e., termination of contract, etc.), it is the responsibility of the district human resource department or district appointed coordinator to notify the KCOE NTI coordinator. In order to receive credit for a full year of induction, a candidate must complete all milestones, participate in Mid-Year Chats and Colloquium/Celebration of Growth, receive at least 40 hours of documented hours of mentoring, and serve as a teacher of record for a minimum of four hours per day for at least three-fourths of the total days in the school year. Substitute or part-time service does not apply.

Candidate Options for Completion of the New Teacher Induction Program
The CTC has developed the guidelines below as options for candidates who have completed preliminary credential preparation programs.

- Complete a two-year induction program at the district of hire, or through a county consortium.
- Complete a traditional university fifth year program, if no teacher induction program is available in the candidate's county.

CA Ed Code 44468 - Early Completion Option (ECO) - Allows teachers to complete a Commission approved induction program in one year.

- In the event that a candidate has a minimum of three years "successful" teaching experience (may include completion of intern program and/or out-of-state or private school employment and/or full year of PIP/STSP), a teacher may be considered for ECO candidacy. Three full years constitutes a minimum of four hours per day for at least three-fourths of the total days in the school year. Substitute or part time teaching does not apply.
- Instructions to apply for ECO will be reviewed at NTI Orientation and a mandatory ECO meeting will be held in late September.
- For additional requirements, see page 39.

Mentor Selection Process and Criteria
Site administrators will carefully assign qualified induction mentors to candidates, making every effort to partner participants in a successful working relationship. The administrator and/or induction staff may consider input from candidates.

Induction mentors should be:

- A fully-credentialed teacher for a minimum of three years.
- Located at the same site as candidate(s); if this is not possible, site administrator must identify on the Principal Nomination Form what assistance will be provided to assure that off-site matches meet on a consistent basis.
- Assigned to candidate(s) in the same or similar grade level, matching content area, and credential type.
    - In the event of mentor/candidate match without similar credential, another veteran teacher with the same credential type must be made available in addition to the assigned mentor to offer specialized support to the candidate via phone/video, email, or in person.
- Assigned to no more than two candidates unless the induction mentor is a full or part-time released teacher. If

a district is unable to secure qualified mentors, they may contact KCOE for assistance.

Mentor Stipends

- Districts may make a stipend available for work performed outside of regular work hours, completion of program requirements (including logs), and required documentation.
- Stipends may be docked for unfulfilled meeting/training requirements or incomplete logged meeting hours at the discretion of district and/or site administration.
- Should a deduction of a mentor stipend occur, the amount will be determined and deducted by the district/site

Site Administrator Roles and Responsibilities

Site administrators understand that their knowledge, attitudes, and actions are critical to the success of an effective Induction program. In order to create and nurture the positive climate necessary for this success, each site administrator shall have certain responsibilities for facilitating the successful implementation and operation of the Induction program, which responsibilities include, but are not limited to:

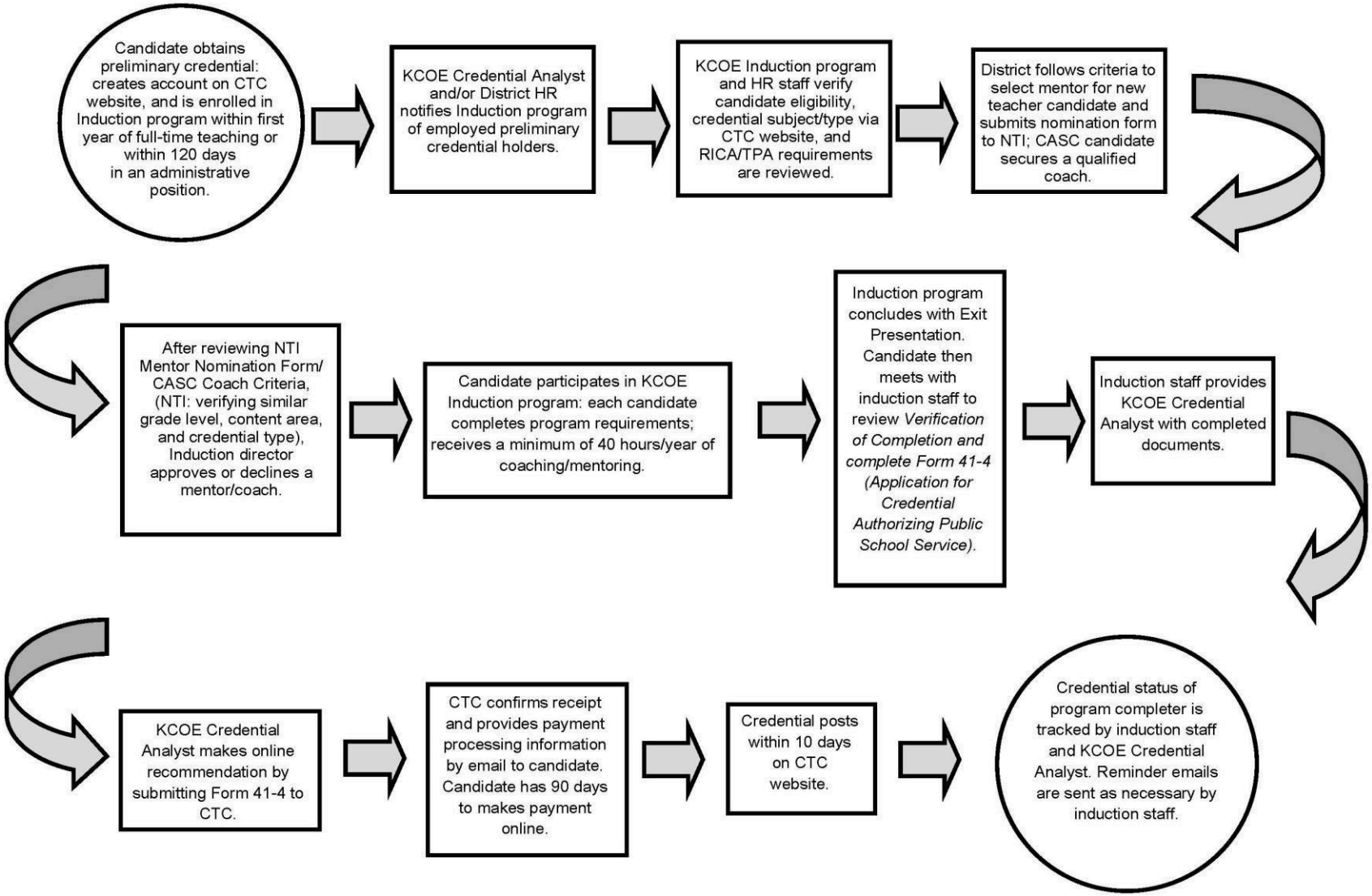
1. Attend the New Teacher Induction (NTI) Site Administrator Orientation in August.
2. Keep informed about the activities and requirements of the induction program by reviewing written induction program materials and communicating with the program staff as necessary.
3. Select fully-credentialed teachers with a minimum of three years of exemplary teaching experience that meet induction program selection criteria (as stated on the Mentor Nomination form) to work as induction mentors ("mentors") who will meet regularly for a minimum of 1 hour per week with New Teacher Candidates ("candidates") to provide the candidate with on-going assistance, support, ILP development and monitoring of completion of the requirements for a clear teaching credential. Failure to complete requirements in a timely and consistent manner within two years may result in an extended program for the candidate. If a candidate is required to continue the program into the next school year, candidate will be held fiscally responsible as outlined in the NTI Handbook.
4. Appropriately match candidates with mentors at the same site based on credentials held, subject matter/grade level taught, and relevant experience. If an exact match is not possible within a pair, another veteran teacher with the same credential type must be made available in addition to the assigned mentor to offer specialized support to the candidate via phone/video, email, or in person.
5. Assign one candidate (two maximum) to each mentor, unless the mentor is on full or part-time release. Match must be made within 30 days of enrollment in the induction program.
6. Place candidates in classroom assignments that provide opportunities for success and professional growth and provide additional assistance to candidates assigned to work in more challenging settings.
7. Provide necessary release time for candidates and mentors to attend scheduled trainings along with release time for candidates to complete required observations.
8. Participate in formal and informal evaluations of the induction program.
9. Understand that the school must provide and cover the costs of substitutes for candidates and mentors and pay any stipends for mentors (if the district elects to pay such stipends).
10. Conduct an initial orientation for candidates to introduce them to the staff and learning community, and to inform them about site resources, personnel, procedures, and policies.
11. Understand and agree that the activities of the Induction program including, but not limited to, the confidential nature of the candidate/mentor relationship can play **NO PART** in the formal evaluation process of any candidate.
12. Respect and maintain the confidentiality between each candidate and coach.
13. Provide input into the candidate's Individualized Learning Plan (ILP), based on needs determined by candidate and site administrator. The ILP must be collaboratively developed within the first 60 days of induction by the candidate and mentor, with the input from the site administrator. Site administrator is to document collaboration and candidates will upload into InductionSupport.com. A second ILP meeting will be held in spring.
14. Monitor each candidate and mentor's progress as deemed necessary by the KCOE NTI program staff.

Mentor Roles and Responsibilities

I understand my work as a mentor is crucial to the success of the KCOE New Teacher Induction program. I agree to assume certain responsibilities for facilitating the successful implementation and operation of the New Teacher Induction program, including, but not limited to:

1. Working collaboratively with assigned candidate(s), site, and New Teacher Induction program staff.
2. Committing to work with candidate(s) for at least two years.
3. Working collaboratively with assigned candidate(s) by meeting a minimum of 1 hour per week for planning, coaching, problem solving assistance, facilitating reflective practice, working on the ILP, and completing program requirements. Meetings should be held individually if you are assigned multiple candidates.
4. Understanding the candidate's failure to complete requirements in a timely manner may result in possible meetings with KCOE NTI staff and/or notification to candidate's site administrator.
5. Providing on-site support to candidate(s) through lesson development, lesson observation, lesson demonstration, and student work analysis as may be appropriate.
6. Participating in all mentor trainings and other related events or activities to acquire the skills needed to provide specific support based on the California Standards for the Teaching Profession (CSTP).
7. Creating weekly logs on InductionSupport.com. Logs will be read at the end of each month. Mentor and candidate will receive email notification if the expectation for hours/documentation has not been met. If no action is taken and logs are not up to date, district contact may be emailed.
8. Participating in local evaluation activities of the New Teacher Induction program and its operation (i.e. local program surveys, questionnaires, and interviews).
9. Guiding and assisting candidate(s) to develop, implement, and periodically revise an Individualized Learning Plan (ILP) and collect evidence required for credential completion.
10. Assisting candidate(s) in collecting and demonstrating all required evidence showing progress toward professional growth goals as they relate to the CSTP, state-adopted frameworks, and adopted curriculum.
11. Understanding and agreeing to the following: (A) a stipend may be available from my school district for work performed outside of regular work hours, completion of program requirements, and required documentation; (B) my failure to fully perform or submit documents on time may result in a loss or reduction of the stipend, if any stipend is provided by my district; (C) the participation of candidate(s) in the induction program will have no bearing on, and play no part in, candidate's formal evaluation process; and (D) mentor effectiveness survey information will be collected, analyzed, and shared with applicable stakeholders, and used in state reporting.
12. Maintaining appropriate confidentiality and professional discretion concerning the work with candidate(s).
13. Notifying NTI program staff of any extended absence of 2 weeks or more (i.e., maternity leave, medical leave, etc.).
14. Contacting the NTI program staff at the earliest opportunity as outlined in the KCOE NTI Handbook (see page 50), if there is a request for reassignment or dissatisfaction occurs of mentor/candidate.

Kings County Office of Education (KCOE)
Induction
Credentialing Process



Candidate Eligibility and Goals

Eligibility Criteria
The following teachers are eligible to participate in induction:

- Those new to the profession who are teaching with a preliminary credential are required to participate in an induction program. Those who withdraw from or delay induction participation must complete a "Decline to Participate Form" (see page 44).
- Those teaching with a preliminary credential prepared out of state
- Teachers in a private school setting with a preliminary credential

Candidate Goals
The program is designed to support beginning teachers and enhance their skills so all students can meet or exceed California standards. When available, results of Teaching Performance Assessments (TPA) or transition documents from teacher preparation programs will be utilized as the basis for determining individual professional development needs. Goals for participating teachers shall be to:

- actively participate in a collaborative relationship with an assigned mentor during the duration of the induction program.
- utilize evidence to self-assess on teaching practice.
- use self-assessment to identify teaching strengths and areas for growth based on the CSTP and develop an Individualized Learning Plan (ILP) in cooperation with their mentor and site administrator.
- assess and analyze student work and demonstrate ability to differentiate instruction in order to meet the needs of all students.
- develop competency, as demonstrated through InductionSupport.com milestones, in using technology to support student learning; equity, diversity, and access to the core curriculum; and creating a supportive and healthy learning environment for all students, including English learners and special populations.
- demonstrate deepening understanding and application of the K-12 California Standards, state adopted curriculum frameworks and instructional materials, and student performance levels.
- become a reflective practitioner.
- use a variety of assessment tools and data to continually guide and adjust instruction.
- progress toward meeting any unmet requirements.

By accomplishing these goals, candidates will meet the program outcomes, and show competency by demonstrating a deeper understanding and application of the *California Standards for the Teaching Profession (CSTP).*

New Teacher Candidate Expectations

Attendance
The KCOE New Teacher Induction program (NTI) recommends attendance at all meetings. Registration for meetings is done on InductionSupport.com. As a professional courtesy, please plan to be on time and to stay until meetings are completed. Contact the induction staff with attendance question *(see NTI Calendar for a complete outline of meeting dates).* For virtual meetings, participants are to have cameras on and be prepared to participate in breakout room activities. See Candidate Roles and Responsibilities for additional information.

Extenuating Circumstances
The KCOE NTI program is designed for completion within the first two years of employment with a preliminary credential. Candidates must complete all requirements for the California clear credential within five years after receiving a preliminary credential. If extenuating circumstances occur during the candidate's participation in the NTI program, a possible extension of the program may be required. The NTI team recognizes that every situation is unique. Individual circumstances may be discussed for a course of action that would best benefit the candidate, mentor, and the program. Candidate should notify NTI program staff of any extended absence (i.e., maternity leave, medical leave, etc.) and understand that 90 calendar days or more will necessitate being withdrawn from the program. Candidate will be reenrolled the following year for a modified year in the program.

Milestones
- Candidate milestone forms are located on InductionSupport.com.
- Candidates will upload completed milestone documents to InductionSupport.com.
- Candidates will regularly check status (Incomplete, Completed, Resubmit) and feedback of all milestone uploads.
- ***ALL*** submissions are to be typed using a readable font and font color.
- **Candidates are solely responsible for saving, printing, and maintaining their completed induction documents. Access to InductionSupport.com expires at the completion of your program.**

Required Hours
You will work collaboratively with an assigned mentor by meeting a minimum of 1 hour per week for planning, problem solving, reflecting, and addressing growth goals as outlined on your ILP. Mentors will create logs of hours; candidates will review for accuracy and acknowledge each log. Logs must include CSTP information and total a minimum of 40 hours per year. College credit is offered by some local universities and online programs. It is the sole responsibility of each individual to pursue information regarding earning units and verify that induction units are accepted by their employer (district); candidates are financially responsible for each unit earned.

Determining Candidate Competence for the Clear Credential Recommendation
The KCOE NTI program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. All program requirements, including program milestones, logs, Mid-Year Chats, and Colloquium/Celebration of Growth, must reflect candidate progress and learning. This also includes development in the growth goal areas indicated within the Individualized Learning Plan (ILP). The ILP must include evidence of the candidate's successful completion of the activities outlined in the ILP during each year of induction.

Prior to recommending a candidate for a clear credential, KCOE NTI will verify that the candidate has satisfactorily completed all program activities and requirements.

Unmet Expectations
In the event that expectations are not met, the candidate may be asked to:
- revise and resubmit a milestone
- complete an additional cycle of PDSA
- revise and re-present Colloquium/Celebration of Growth
- meet with induction staff for additional support

This includes instances of incomplete milestones, insufficient number of hours logged, chronic lateness on milestones, quality of milestone submissions, and year end presentations.

Ethical and Professional Standards

Candidates are expected to follow the KCOE NTI norms, the California Commission on Teacher Credentialing (CCTC) professional and ethical standards in all milestones, as well as those identified in the National Education Association (NEA) Code of Ethics of the Education Profession.

Professional Dispositions

1. Demonstrates openness to critical assessment of progress.
2. Believes that all students can learn. Candidates seek to meet the diverse needs of all students, including English learners and students with special needs.
3. Values diversity and advocates for social justice: “Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social culture background, sexual orientation, gender identity, or gender expression unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student”.
4. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
5. Demonstrates initiative and reliability in successfully completing the program requirements.
6. Makes satisfactory progress in meeting program requirements.
7. Reflects and self-assesses to improve practice.
8. Collaborates effectively.
9. Handles confidential information professionally. A candidate shall not disclose information about students or faculty obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A candidate shall not misrepresent, orally or in writing, issues related to students, faculty, classrooms or the college programs.
10. Maintains an appropriate professional appearance.
11. Candidates and staff agree to treat one another with mutual trust and respect, promote the success of the individual and the group as a whole, and refrain from behavior that is disruptive, offensive, or reflects bias of any kind.

Program Communication Expectations (including writing)

1. Communicate effectively, both orally and in writing, in all settings.
2. Use proper grammar, spelling, and mechanics.
3. Address colleagues, faculty and staff, and school site personnel in a professional and positive manner. Violence, threats of violence, intimidation, stalking, and similar behaviors towards K-12 students, peers, faculty, and/or KCOE employees on the part of a candidate, will not be tolerated and district administration will be contacted.
4. Deal effectively and professionally with disagreements.
5. Notify NTI staff in advance of absences and make appropriate arrangements.

Program Conduct Expectations

1. Candidates and mentors are expected to behave in a professional manner while in the classroom, attending NTI meetings and trainings, and in all interactions with students, site/district staff, and NTI program staff.
2. Candidates will refrain from smoking, vaping, drinking alcoholic beverages, or taking drugs while attending NTI meetings and trainings.
3. Candidates will dress in a way that reflects the role of the teacher that is congruent with the attire and geographical location of the school district, and model appropriate behavior for students, colleagues, and the teaching profession.

Academic Integrity

Candidates and mentors are expected to demonstrate honesty and integrity in all aspects of their academic work. Academic dishonesty includes cheating, plagiarism, falsification of records or documents, personal misrepresentations, theft, and evasion of the NTI program financial obligations. Cheating consists of any utilization of unauthorized assistance during the course of an academic activity, assignment, or assessment. Plagiarism includes copying or utilization of text, phrases or concepts without proper citation. Assisting another individual to violate academic honesty and integrity policies is also a violation. ***In addition, candidates who use ChatGPT and similar AI tools on assignments without program staff permission, or who use them in improper ways, are violating the academic integrity rules of the KCOE NTI program.***

The following are prohibited activities:

1. *Aiding, Assisting, and Attempting* - Candidates and mentors will not aid or assist another candidate in the commission of prohibited activities or attempts to commit prohibited activities.
2. *Cheating* - Candidates will not use unauthorized assistance when completing milestones.
3. *Falsification* - Candidates will not submit falsified data, records, or other information, including but not limited to, attendance or milestones.

Candidate Roles and Responsibilities

In order to receive the full benefits provided by the KCOE NTI program, my participation carries with it certain personal and professional responsibilities and expectations. By signing this document, I understand and agree to the following:

1. Work collaboratively with my assigned mentor by meeting a minimum of 1 hour per week and communicating on a regular basis.
2. Collaborate with my mentor to complete and submit weekly logs of activities on InductionSupport.com.
3. Review and acknowledge logs completed and submitted by my mentor on InductionSupport.com.
4. Work collaboratively with my mentor, site administrator, and program staff to develop an Individualized Learning Plan (ILP) that includes professional growth objectives based on the California Standards for the Teaching Profession (CSTP).
5. Attend regularly scheduled meetings, trainings, and professional learning related to my ILP growth goals.
6. Prepare for and participate in Mid-Year Chats and the year-end Colloquium (Year 1 candidates) or Celebration of Growth (Year 2/ECO candidates).
7. Use the Continuum of Teaching Practice (CTP) as a guide for self-assessment and to become a reflective practitioner (beginning, middle, and end of program).
8. Collect evidence to demonstrate professional growth objectives as they relate to the CSTP, state adopted frameworks, and my Individualized Learning Plan (ILP).
9. Participate in local evaluation activities of the NTI program and its operation (i.e., surveys, questionnaires, and interviews).
10. Understand the following: (A) my participation in the NTI program will have no bearing on and play no part in my formal evaluation process in the school district I am currently employed; (B) I am expected to complete the induction program within 2 years; (C) I may request an extension by completing an induction program Extension Request only if personal, catastrophic incidents, or illness prevent me from completing the induction program within the two years, or as deemed necessary by the KCOE New Teacher Induction director and/or my site administrator; (D) an Early Completion Option (ECO) is available for qualified teachers who successfully meet all ECO requirements; (E) I must successfully complete all NTI program requirements within two years in order to be recommended for my clear teaching credential; (F) feedback on my mentor's effectiveness will be collected, analyzed, and shared with applicable stakeholders, used in state reporting, and considered for future mentor nomination.
11. If I am dissatisfied with my mentor pairing, I will contact the NTI program staff at the earliest opportunity and take the necessary steps to be reassigned (see page 50).
12. Notify NTI program staff of any extended absence (i.e., maternity leave, medical leave, etc.) and understand that 90 calendar days or more (based on candidate's district report date) will necessitate being withdrawn from the program. A candidate may be reenrolled the following year upon returning to the classroom to complete induction.
13. I understand during the course of my participation in the NTI program, I will be privy to the educational records of students at my school site, as that term is defined by and used for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Accordingly, I agree to abide by all of the confidentiality provisions and policies of FERPA with respect to such education records. Specifically, I acknowledge the rights of parents and students to maintain privacy of education records.
14. I hereby acknowledge KCOE may release any or all of my New Teacher Induction program records and/or any information contained therein to my employer to assess progress toward completion of the program.
15. I understand upon ten days written notice to me as the candidate and my employing school district, KCOE NTI shall have the authority to disenroll me or refuse to recommend me for a California clear credential if during my participation in the program, I engage in misconduct, including, but not limited to, academic dishonesty, unprofessional conduct, immoral conduct, discrimination or harassment in violation of applicable law, or any failure to meet program requirements and/or responsibilities. KCOE shall be paid for services rendered up to the date of disenrollment. I understand there may be a fee for me to complete any requirements not completed during the established timeline for completion, and if I have not completed a justifiable and mutually agreed to extension

agreement. I understand if I am dissatisfied with KCOE's determination, I may appeal to the County Superintendent of Schools or designee, whose decision is final.

Program Resources

Mentoring Logs

KCOE NTI is based on the premise of providing a robust mentoring system that supports candidates in working toward meeting the California Standards for the Teaching Profession (CSTP). Candidates receive at least 1 hour of individualized mentoring per week and a minimum of 40 hours* per school year. These hours will likely include a mixture of planned meetings and “just in time” mentoring. Although face-to-face is preferred, mentoring may also occur by way of telephone, email, text messages, or a virtual meeting platform.

All mentoring hours are to be documented weekly by mentors on InductionSupport.com. Candidates are to review and acknowledge all logs regularly.

Logs **MUST** include the following:

- Select the boxes of CSTP covered during meeting.
- Meeting Notes - include a short summary of meeting.
- ILP Details - Document any mentoring related to ILP growth goals.

Logs **MAY** include the following:

- Mentor To-Do’s - List any next steps for mentor.
- Candidate To-Do’s - List any next steps for candidate.
- Mentor Comment
- Candidate Comment
- Admin Comment - KCOE NTI may use this area to make comments and provide feedback.

When scheduled meetings are cancelled by the candidate, document by creating a log, setting hours to N/A, and including a reason for cancellation.

**Please note: Some universities offer workshop opportunities for induction units. Be aware that some of these programs may require a total of 45 logged mentoring hours.*

CSTP 5

Although it is expected for mentors to explore and document a wide variety of CSTP topics with candidates throughout the program, please take the time to discuss and log CSTP 5 Assessing Students for Learning prior to December 19.

Possible questions for a reflective conversation around CSTP 5 Assessing Students for Learning -

- How do you use assessment results to plan future instruction?
- How do you communicate assessment information to students, other staff, and parents?
- Describe how you teach students to assess their own performances.
- How do you provide feedback to students about performance?
- Describe how you share data with students.

Individualized Learning Plan (ILP)

The ILP is a document providing structure for a plan for growth within areas of the California Standards for the Teaching Profession (CSTP). During fall and spring, candidates will use the Continuum of Teaching Practice (CTP) to explore developmental levels within each CSTP area. Candidates and mentors collaborate in the fall and again in spring to write a professional growth goal, a description of how the candidate plans to meet the goal, resources needed, and measurable outcomes that will be met to measure growth. The growth goals will inform mentoring the candidate receives, professional learning, observations, and cycles of inquiry.

CTC requires the development of an ILP "*based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan."* This document is the "*road map for the candidate's induction work during their time in the program along with guidance for the mentor in providing support"* (Standards 2 and 3).

The ILP can be revised at any time. Growth goals are to be based on individual need and may change over time. In order to meet the candidate's growth needs, the mentor and candidate should frequently return to and reflect upon the ILP growth goal progress. Mentors will document this reflection in their weekly logs. The ILP growth goals will also be reflected upon during NTI trainings including Mid-Year Chats, Colloquium (Year 1 candidates), and Celebration of Growth presentation (Year 2/ECO candidates). Candidates write fall and spring reflections.

Individual Development Plan (IDP)
Year 1 candidates will have completed an IDP (transition plan or bridging document) as part of exiting their preliminary credential program. This document is used by the candidates, with mentor support, to inform the creation of the initial ILP. Specifically, candidate and mentor are to review/discuss this transition document prior to developing the fall ILP growth goal.

Possible questions for reflective conversation during writing of fall/spring ILP -

- What areas of growth do you identify on the Continuum of Teaching Practice (emerging/exploring)?
- Thinking about your current Continuum placement, what CSTP would you like to focus on as an area of growth during fall/spring? Explain your choice.
- What element within the identified CSTP would you like to focus your attention (remember this will influence your observation, mentoring, and perhaps your cycle of PDSA?
- What resources will you need to develop in this area?
- How will you measure growth in this area?
- How can I support you in preparing to share your fall/spring ILP with your site administrator?

Possible questions for reflective follow-up conversations -

- What growth have you made on your ILP goal?
- What is your current Continuum of Teaching Practice placement for your goal? Explain.
- What measurable outcomes substantiate this growth?
- In what way can I continue to support your growth in this area?
- What might be your next growth goal based on current Continuum placement in other CSTP elements?

Observation Guide

Observations are a type of professional learning based on collaboration. The observation and follow-up reflective discussion should result in both professional growth and improved student learning for the candidate. For the 2025-2026 school year, candidates are expected to complete and document **three observations**. **All observations are to support the growth and development within the CSTP.**

Prior to each observation, consider the following:

- When will the observation occur?
- Who will be observed?
- What type of observation best meets the candidate's needs?
- In what way will the mentor participate in this observation? Both candidate and mentor participation is recommended. Who will provide necessary coverage?
- When and where will the follow-up conversation take place?

Use the menu board below to review your observation options. *Only two observations may be of the same type*. Mentor leads a follow-up conversation following each observation. Observations by administrative staff will not satisfy this requirement. Once the Candidate Observation Reflection Form is completed, you will upload to InductionSupport.com.

Observation Types

Self-Observation	Observation of Candidate	Peer Observation	Observation of Mentor
Lesson is recorded. Video is reviewed together by candidate and mentor. Swivl may be checked out from KCOE NTI for observation recording purposes.	Mentor observes the candidate.	Candidate and mentor observe an **exemplary** teacher that holds a clear credential together. KCOE NTI can provide support in finding peers to observe.	Candidate observes the mentor.

Observation Directions: Working with your mentor using the observation guide, plan and complete 3 observations. Only two may be of the same type. Mentor will lead a reflective follow-up conversation. Candidates then complete the Observation Reflection Form and upload to InductionSupport.com.

CSTP Connection
In these boxes, you will notice that we have provided components of each CSTP standard. While completing the observation, take note of what you observed that are artifacts of examples of each standard. You will list these connections here.

Personal Reflection
After completing the observation, reflect on your own personal growth based on the CSTP domains of that observation by answering the questions provided.

Plan, Do, Study, Act (PDSA)

The PDSA (Plan Do Study Act) cycle of inquiry provides a structure for testing a small change idea in your classroom or teaching practice. It includes four steps that repeat as an ongoing cycle of improvement and growth.

Plan: This first step includes identifying an area in which improvement/development is desired. The candidate, with mentor support, gathers information and selects a single, small change idea to implement related to his/her ILP growth goal. Candidate considers data to collect over a short period of time.
Do: Candidate implements the small change idea and collects data to measure effectiveness.
Study: With mentor support, candidate reviews and analyzes all data, reflects upon the experience, and considers the effectiveness of the change idea and the impact on the ILP growth goal.
Act: Candidate reflects upon experience and considers next steps.

Candidates will complete a single cycle of PDSA in fall or spring based on their corresponding ILP growth goal.

The PDSA is one document but uploaded to Induction Support in two parts. Part 1 is the planning and research stage of the PDSA Cycle. Candidates will revisit their current ILP growth goal and find a small activity or instructional strategy (directly related to the growth goal) that he/she would like to implement consistently over a 2-4 week timeframe. The candidate will then conduct research to learn more about the activity/instructional strategy and how it can be successfully implemented; all research sources and what was learned will be documented in Part 1. Finally, the candidate will determine what he/she will use to measure growth to determine if his/her small change idea was successful; data will be collected before and after implementation. The small change idea will not be implemented and data will not be collected until beginning Part 2.

Once the plan is completed, the candidate will submit Part 1 to Induction Support and wait for approval before beginning Part 2.

In Part 2, the candidate will collect pre-data, try his/her small change idea (activity/instructional strategy) repeatedly and consistently, and collect post-data to measure its effectiveness. During implementation, the candidate should document any observations, including any problems and unexpected findings. After implementation, the candidate will analyze all data, reflect upon the experience, and consider the effectiveness of the small change idea and its impact on the ILP growth goal. Candidates are encouraged, but not required, to include graphs, charts, student artifacts, and/or pictures of classroom setup, etc. to clearly illustrate data. Candidates will return to their PDSA document to add their data and reflection in Part 2. Once completed, **the full PDSA document (Parts 1 & 2)** will be uploaded to the PDSA Part 2 milestone on InductionSupport.com.

Upon completion of the PDSA cycle, candidates will meet and discuss their findings with their site administrator. PDSA cycle and the impact on ILP growth goal, will be shared during either Colloquium (Year 1 candidates) or Celebration of Growth (Year 2/ECO candidates). See pages 30-35 for additional information regarding Colloquium/Celebration of Growth.

Mid-Year Chats - All Candidates/Mentors

In January, candidates share and reflect upon their fall ILP growth goal, observation experience(s), PDSA progress (if applicable), and any other professional growth with a small group of mentors and candidates. During this informal presentation, each candidate will share for 7-10 minutes about their growth. After candidates share, mentors will guide chat groups through 5 minutes of questions and reflection. Mid-Year Chats is an opportunity to highlight growth, seek feedback, and collaborate in the educational community.

How to prepare for Mid-Year Chats:

- Register early through InductionSupport.com.
- Review and reflect upon Continuum of Teaching Practice and fall ILP including observation and cycle of PDSA (if applicable).
- Have Continuum, fall ILP, and cycle of PDSA (if applicable) available for reference
- Be prepared to share your fall experience for 7-10 minutes. Remaining time will include questions from mentors.

Topics to include in your chat:

- Fall ILP growth goal
- Continuum placements
- Impact of observation and cycle of PDSA on fall growth goal
- Additional areas of growth
- Possible spring growth goal

Candidates may be asked the following types of questions following their informal presentation:

- What is something that has brought you joy so far this year?
- Initially, where did your practice fall on the Continuum of Teaching Practice for your fall growth goal?
    - Where are you now?
- What type of observation did you complete and what new learning did you gain?
- Explain the impact your PDSA cycle of inquiry had on your fall ILP growth goal.
- In what other areas have you grown?
- As you move forward, what might you consider as a spring growth goal?

Colloquium
Sharing Your Journey – Year 1

All candidates participate in a culminating event in May. The Colloquium is for year 1 candidates. This event provides candidates with the opportunity to participate in the cycle of teaching and learning by sharing the cycle of Teaching and Learning experience with other candidates and mentors.

- **Presentation Materials:** Candidates will choose their own presentation method to present their research (we suggest Google Slides). Other optional materials to consider incorporating are photographs, videos, student samples, or any other evidence related to the topic. Candidates should be sure to check district policy for sharing student samples or photos.
- **Presentation Content:** Candidates and mentors review the conversation guide for PDSA. See conversation guide on page 31. Be sure to include information on your ILP growth goal, research, small change idea, data, and next steps.
- **Timeline:** Candidates will be given 10 minutes to present. Please rehearse with your mentor to ensure your presentation is no more than 10 minutes.
- **Questions:** 5 minutes will be allowed for questions. Candidates may be asked the following types of questions:
    - What was your biggest insight about your teaching?
    - What did you learn about your students that you didn't already know?
    - What was the most valuable part of your PDSA experience?
    - How have you incorporated what you've learned?
    - What might you need to continue to grow as an educator?
- **After the Colloquium**: Candidates complete the *End-of-Year* survey located on InductionSupport.com. Candidates receive a follow-up email with feedback and/or suggestions.

Colloquium Conversation Guide
(Year 1 Candidates)

Use these questions to guide your presentation planning. This information should be included within your presentation in a story-telling format.

Plan

- Based on your ILP growth goals, what were some classroom issues or challenges you were interested in exploring for your PDSA cycle of inquiry?
- What types of resources did you use to deepen your learning? For example: research, reflections, interviews, class data, and/or observations, etc.
- What small change idea was the focus of your PDSA?
- How long did it take you to implement this small change?
- What did you predict would happen as you implemented this small change idea?

Do

- When and for how long did you implement the small change idea?
- How did you know if the change was effective?
- What data did you collect to accurately measure the effectiveness of the change? Be specific and show examples.
- How did you collect this data?

Study

- What happened when you implemented the change idea?
- Observations?
- Surprises?
- Questions?
- Challenges?
- What did the data indicate about the change idea? Be specific.
- Did the change result in the expected outcome based on data collection?
- What did you learn?
- What impact did this have on your ILP growth goal?

Act

- What are your next steps?
- What would you change or do differently?

Celebration of Growth
Sharing Your Journey (Year 2/ECO)

This professional presentation is an opportunity to share your growth over your past two years of induction with a panel of 3-4 education professionals.

- **Presentation Materials:** Candidates will choose their own presentation method to present their journey (Google Slides or Microsoft PowerPoint). Optional materials to consider incorporating are photographs, ideas, student samples, or any other evidence related to the topic. Candidates should be sure to check district policy for student artifacts.
- **Presentation Content:** Candidates and mentors review conversation guide located on page 35. Your presentation should include your growth as an educator over the last two years in induction and its impact on your students' learning. Data and evidence of growth must be included from the following three areas:
    - Continuum of Practice (CSTP rating levels)
    - ILP growth goals
    - Plan, Do, Study, Act (PDSA)
- **Timeline:** Candidates will be given 20 minutes to present. Please rehearse with your mentor to ensure your presentation is **no more than 20 minutes**. Be prepared to answer questions at the conclusion of your presentation.
- **Questions:** Candidates may be asked the following questions from the panel:
    - What was the biggest insight about your teaching?
    - What did you learn about your students you didn't already know?
    - How have you used what you've learned?
    - Reflecting on this whole process, is there anything you wish you would have done differently?
    - What might you need to continue to grow as an educator?
    - What advice would you give to upcoming candidates?
- **After the Presentation**: You will receive a follow-up email with feedback and/or suggestions from the panel. Feedback may include the following:
    - Rubric rating (Exceptional, Effective, Acceptable, Minimal, Minimal with Concerns*)
    - Positive Comment/Encouragement
    - Feedback/Suggestions
    - Reflective question(s) for candidate

  *If a candidate scores Minimal with Concerns, credential recommendation paperwork will be held until completion of the following: meeting with NTI coordinator and revise and present presentation to a panel and receive an overall score of minimal or above.

Celebration of Growth Rubric

	Exceptional	Effective	Acceptable	Minimal	Minimal with Concerns
CSTP Evidence of Growth	Candidate discussed and reflected on their CSTP Continuum growth in an engaging manner and clearly illustrated progress using clear evidence.	Candidate discussed and reflected on their CSTP growth and effectively showed progress using evidence.	Candidate referenced and somewhat reflected on their CSTP Continuum growth and indicated progress.	Candidate referenced the CSTP Continuum and indicated growth but did not reflect or provide evidence.	Candidate did not reference the CSTP and/or indicate growth.
ILP Growth Goals (min. 2)	The presentation contained a deep reflection of the candidate's ILP growth goals (2) and progress and connected those to the CSTP Continuum. The goal of improving teaching and learning was unmistakable.	Candidate reflected on their ILP growth goals (2) and progress and connected those to the CSTP Continuum. The goal of improving teaching and learning was evident.	Candidate somewhat discussed their ILP growth goals (2) and progress and a slight connection to the CSTP Continuum was made. The goal of improving teaching and learning was somewhat evident.	Candidate mentioned their ILP growth goals or only discussed 1 growth goal but did not reflect on growth. Connections between ILP growth goals and CSTP Continuum were unclear. The goal of improving teaching and learning may be unclear.	Candidate did not share their growth goals or progress made. The goal of improving teaching and learning was absent.
Plan, Do, Study, Act (PDSA) (min. 1)	Candidate thoroughly explained their PDSA cycle of inquiry and reflected on its impact on teaching and learning. This included research, change idea, data collected, and effectiveness of change idea.	Candidate discussed the PDSA and reflected on its impact on teaching and learning, but may not have addressed one of the following: research, change idea, data collected, and effectiveness of change idea.	Candidate somewhat discussed the PDSA's impact on teaching and learning, but did not address some of the following: research, change idea, data collected, and effectiveness of change idea.	Candidate briefly discussed the PDSA, but its impact on teaching and learning may be unclear.	Candidate did not share their PDSA cycle of inquiry.
Professional Presentation	Candidate was well prepared with an exceptional slide deck, and professional responsibility, integrity, and ethical conduct were unmistakable.	Candidate was prepared with a professional slide deck and demonstrated professional responsibility, integrity, and ethical conduct.	Candidate was somewhat prepared with a professional slide deck; may have read slides to panel. Candidate somewhat demonstrated professional responsibility, integrity, and ethical conduct.	Candidate was minimally prepared; may have read slides to the panel. Candidate may or may not have demonstrated professional responsibility, integrity, and ethical conduct.	Candidate was unprepared. Candidate did not demonstrate professional responsibility, integrity, and ethical conduct.
Professional Dress	Candidate was dressed professionally.			Candidate was not dressed professionally.	

Overall Score

Exceptional	Effective	Acceptable	Minimal	Minimal with Concern
Candidate exceeds all expectations.	Candidate meets expectations.	Candidate meets expectations.	Candidate does not meet expectations.	Candidate does not meet expectations. Growth is not evident.

*If a candidate scores Minimal with Concerns, credential recommendation paperwork will be held until completion of the following: meeting with NTI coordinator and revise and present presentation to a panel and receive an overall score of minimal or above.

Celebration of Growth Completion Guide

Work with your mentor to discuss all the necessary elements for your Celebration of Growth presentation. A conversation guide for mentors is located on page 34 of the NTI Handbook.

CSTP Evidence of Growth
Consider your growth with the CSTP, explain that growth in a way that growth is evident/unmistakable to the panel. Charts and graphs can be helpful, but are not necessary for this section of your presentation.
ILP Growth Goals
Describe at least 2 of your growth goals. Tell the panel what you did, how you did it, and how it helped you grow as an educator. What did you learn about yourself? What did you learn about your students? Data, charts, and graphs are welcome. Refer to the rubric for specific expectations.
PDSA
Select at least 1 PDSA cycle to share. Tell the panel how this cycle of PDSA fit in with your broader Growth Goal. Tell the panel what you learned about yourself and your students throughout this cycle of inquiry. Include the next steps you described in Part 2 of your PDSA and generally for your future classroom. Refer to the rubric for specific expectations.
Professional Presentation
Prepare a professional slide deck that uses text and visuals effectively. Do not read your slides. Follow professional standards for presentations.
Professional Dress
This is a professional presentation in front of potential future employers. Dress how you would for an interview.

Celebration of Growth Conversation Guide

Mentors: Use these questions to guide your candidate's presentation planning. The information being discussed should be included within your candidate's presentation in a story-telling format.

CSTP Evidence of Growth

- How would you describe your growth on the CSTP elements throughout your two years of induction?
- What evidence can you share with the panel that would show your growth?
- How did your self-assessment on the CSTP elements influence and guide the creation of your ILP growth goals?
- How did your teaching and student learning improve during your time in induction?

ILP Growth Goals

- What were your ILP growth goals?
- How did you show growth on your ILP growth goals? What evidence do you have of this progress?
- What impact did your ILP growth goals have on student learning?
- What impact did your ILP growth goals have on student behavior?
- What might be your next steps in continuing to develop as an educator?

PDSA

- Based on your ILP growth goals, what were you interested in exploring for your PDSA cycle of inquiry?
- What small change idea was the focus of your PDSA?
- What resources did you use to deepen your learning? For example: research, reflections, interviews, class data, observations, etc.
- When and for how long did you implement the small change idea?
- What happened when you implemented the change idea? Were there any surprises? Challenges?
- What did the data indicate about the change idea? How can you effectively share this data on your slides?
- What did you learn?
- What were your next steps?

Professional Presentation

- What are you planning on wearing for your presentation?
- How might you avoid reading your slides to the panel?
- When would be a good time for us to run through your presentation together?

Program Forms

Mentor Information Form

MENTOR INFORMATION	
Full Name (listed w/ Commission on Teacher Credentialing)	Preferred Name (First and Last)
Cell Phone	Emergency Phone
Email	

DISTRICT/SCHOOL	
School Site	School District
Site Administrator	School Phone
Grade Level/Subject	Subject(s) Taught
Number of Years Teaching Full Time	Candidate Mentoring

SAMPLE

MENTOR EXPERIENCE

Have you been a mentor for KCOE New Teacher Induction?

- ☐ Yes
  Most recent mentoring year:
- ☐ No

ROLE

I am currently serving as a:

- Full-time Classroom Teacher
- Part-time Classroom Teacher
- Retired
- Full-time Academic Coach
- Part-time Academic Coach
- Other _____

I agree to fulfill the requirements of the KCOE New Teacher Induction program. I will attend all scheduled mentor and candidate meetings/trainings, submit weekly logs, and meet a minimum of 1 hour per week with my candidate(s). I have been selected by my site administrator based on state approved criteria. I understand my candidate(s) should successfully complete all the requirements of the program within two years. Initial _____

I also agree to adhere to KCOE's commitment to ensuring equal, fair, and meaningful access to employment and education services. KCOE does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, immigration status, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Initial ____

Mentor Signature:	Date:

Please submit this completed application to:
Summer Headley, Education Services Program Analyst summer.headley@kingscoe.org

Candidate Information Form

CANDIDATE INFORMATION ☐ Yr 1 ☐ Yr 2	
Full Name (listed w/ Commission on Teacher Credentialing)	Preferred Name (First and Last)
Home Street/PO Box	Home City/State/ZIP
Cell Phone	Emergency Phone
Email	

DISTRICT/SCHOOL	
School Site	School District
Site Administrator	School Phone
Grade Level/Subject	Mentor Name
Mentor Grade Level	Mentor School Site

CREDENTIAL

Credential Area:

- ☐ Multiple Subject
- ☐ Single Subject in _____
- ☐ Education Specialist
  - ☐ Mild to Moderate Support Needs
  - ☐ Extensive Support Needs
  - ☐ Early Childhood

Out of State ☐ No ☐ Yes, Which State? _____ Preliminary Program: _____

Name of Program: _____
Location: _____

Date completed: _____

☐ I currently have more than one credential that needs to be cleared. Within 30 days, you will be contacted by NTI program staff for additional information.

Please submit this completed application to:
Summer Headley, Education Services Program Analyst ***summer.headley@kingscoe.org***

SAMPLE

Early Completion Option Policies and Expectations

Description
The Commission on Teacher Credentialing (CTC) Induction Program Preconditions state an *induction program sponsor must make available and must advise participants of an Early Completion Option for "experienced and exceptional" candidate who meet the program's established criteria*. This option is available to experienced, exceptional candidates who meet the eligibility criteria listed below and **demonstrate the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length program**. Candidates are notified of the early completion option at the program orientation meeting. Additional information is located on the KCOE NTI website.

Eligibility
To be eligible for the early completion option, candidates must:

- hold a preliminary multiple, single subject, or education specialist teaching credential and be employed in a California school.
- have a minimum of three (3) full years (August/September to June) successful teaching experience as the teacher of record in a TK-Grade 12 teaching assignment (may include provisional internship permit, short term staff permit, intern credential, out of state credential), including **teaching in the classroom for the entire 24-25 school year.** One full year equivalent shall be defined as having worked under contract for at least 75% of the number of days assigned for each complete district school year, by the school district in which you are employed. For example, if your school district's complete school year consists of 186 contracted duty days, you will need to have worked at least 139.50 days (75% of 185) to meet the requirement of 1 full year. Any days missed due to any type of paid or unpaid leave will not count towards fulfilling the 75% requirement. Substitute or part time does not apply.
- demonstrate exceptional teaching practice.

Application Process
Step 1 ~

To apply, candidate must submit an application packet (via email) **by 5:00pm on October 10, 2025.** Completed application packet must include the following:

- Cover letter
  - A one-page rationale explaining how you meet the criteria for the ECO including reflection on your exceptional practice in regard to all California Standards for the Teaching Profession (CSTP).
- ECO Application completed by candidate and signed by ***both*** site and district administrators
- Verification of Employment showing <u>three full years</u> prior experience as teacher of record

Applications will not be accepted after due date without prior approval by KCOE New Teacher Induction Coordinator.

Step 2 ~

NTI program staff emails site administrator in December confirming eligibility* and attaches the required Administrator Recommendation form.

- Administrator will **<u>email</u>** the completed form to Summer Headley, Program Analyst **by January 23, 2026.** It is the responsibility of the ECO candidate to verify that the site administrator has received and/or completed the Recommendation Form.

  ** Eligibility is based on high quality and timely submission of milestones and logs. In addition, meeting attendance and administrator/district input will be considered.*

Step 3 ~

Candidate observation will be scheduled after receiving an approved Administrator Recommendation Form. The observation will be completed by KCOE NTI staff.

Required lesson plan template will be provided during scheduling of observation.

- KCOE lesson plan <u>MUST BE</u> submitted at least 2 working days prior to observation and not be AI generated.
  - Identify an element from both CSTP 1 and 2 that will be included in observed lesson.
  - During the observation, KCOE NTI staff will look for evidence of the identified CSTP 1 and 2

elements in addition to high quality teacher led instruction.
  - ECO consideration is to be the sole purpose of this observation.
  - Candidate will be notified of ECO status by February 27, 2026.

*Should a candidate not satisfy observation requirements, a second observation **may** be scheduled at the discretion of the program coordinator.*

Early Completion Requirements

Program requirements:

- Individualized Learning Plan (ILP) (fall and spring)
- Fall Plan, Do, Study, Act (PDSA)
- Observations (3 required. See page 27 for additional information)

Other requirements for Early Completion Option candidates include:

- Attend mandatory ECO meeting on October 2, 2025
- Complete the application process
- Attendance at all NTI meetings
- All program requirements are uploaded by the due dates
- Monthly logs (read and acknowledged)
- Mid-Year Chats in January (see page 29 for additional information)
- Celebration of Growth in May (see page 32 for additional information)
- Completion of all NTI surveys

Completion of Early Completion Option

In order to verify completion of program requirements, candidates enrolled as ECO must demonstrate they have the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length program. Candidate will not be considered for the ECO if not successfully progressing on pace or if the candidate fails to demonstrate skills and abilities on a level expected of and consistent with an ECO candidate. **ECO status is provisional and can be revoked by NTI program coordinator, site administrator, and/or district administrator based on well documented actions.** Only those teachers who have participated in and successfully completed all ECO program requirements will be recommended for a clear credential.

Early Completion Option Application

Name _____
First Last

School _____ Grade/Subject _____

Previous Teaching Experience

How many years of previous teaching experience do you have? (Substitute teaching may **NOT** be counted.) _____

	School(s)/District(s)	Public or Private School	Teaching Assignment (Grade/Subj.)
Dates:			
Dates:			

Under what certification did you teach?

- □ Internship – University/Program Name: _____
- □ Short Term Staff Permit – District: _____
- □ Provisional Internship Permit - District: _____
- □ Out of State - Credential Type: _____
- □ Out of Country - Credential Type: _____

Requirements for Application Submission

Check off each of the below boxes to ensure that the requirement has been met

- ❑ Cover Letter explaining how you meet the criteria for the ECO
  - Rationale should reflect on your exemplary practice in regard to all CSTP
  - Attach typed and signed letter
- ❑ Verification of Employment (showing 3 years prior experience)

Candidate Signature:		Date:
Site Administrator Print Name:	Site Administrator Signature:	Date:
District Representative Print Name:	District Representative Signature:	Date:

Email completed application packet by 5:00pm on October 10, 2025 to:
Summer Headley, Ed. Services Program Analyst summer.headley@kingscoe.org

SAMPLE

Early Completion Option Verification of Employment

This form is only to verify full-time employment. Full-time for this purpose is service for a minimum of four hours per day for at least three-fourths of the total days in the school year. Substitute or part-time service does not apply.

This is to certify: _____

(Full Name of Applicant)

is/was employed **full-time** as the teacher of record.

☐ Yes

☐ No*

SAMPLE

** If no, please explain:* _____

_____

From: _____ ☐ Check if currently employed

School/District Name: _____

Address: _____

Phone: _____

This verification of employment must be signed by the superintendent, assistance superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

Verified by:

Role:

☐ Superintendent

☐ Assistant Superintendent

☐ Director of Personnel

☐ Director of Human Resources

Printed Name: _____ Title: _____

Signature: _____ Date: _____

Early Completion Option

Administrator Recommendation

In order to be recommended for a clear credential, teachers must demonstrate the knowledge, skills, abilities, and competencies required of all teacher candidates who complete a full induction program.

Candidate's Name	School	
Administrator's Name		Date
Administrator Position	Administrator Email	School

SAMPLE

Evaluation				
Please mark the appropriate column that best describes this candidate's skills and abilities.				
California Standards for the Teaching Profession	Practice Not Consistent with Standard Expectation*	Developing Beginning Practice*	Maturing Beginning Practice	Experienced Practice that Exemplifies the Standard
1. Engaging and Supporting All Students in Learning	☐	☐	☐	☐
2. Creating and Maintaining an Effective Environment for All Students	☐	☐	☐	☐
3. Making Subject Matter Comprehensible to All Students	☐	☐	☐	☐
4. Planning Instruction and Designing Learning Experiences for All Students	☐	☐	☐	☐
5. Assessing Students for Learning	☐	☐	☐	☐
6. Developing as a Professional Educator	☐	☐	☐	☐

**** Markings in these columns will eliminate the teacher from eligibility for the Early Completion Option***

RECOMMENDATION

This section must be completed by the current site administrator.

☐ **I DO** recommend this candidate for the Early Completion Option of the KCOE New Teacher Induction program.
☐ **I DO NOT** recommend this candidate for the Early Completion Option.

Please briefly explain your recommendation:

Signature of Recommending Site Administrator:	Print Name:	Date:
Signature of Approving District Administrator:	Print Name:	Date:

Email completed Recommendation Form by 5:00pm on January 23, 2026 to:
Summer Headley, Education Services Program Analyst summer.headley@kingscoe.org

Candidate Decline to Participate

Every Commission approved induction program is designed to provide a two-year, individualized, job embedded system of mentoring, support and professional learning beginning in a teacher's first year of teaching.

As an eligible teacher, I have been informed of my responsibility to enter a professional teacher induction program. I understand program requirements and expectations will be provided during the New Teacher Induction orientation and are also available in the KCOE New Teacher Induction Handbook available on the Curriculum website. I understand I must successfully complete all program requirements in two years in order to be recommended for a professional clear credential. An Early Completion Option (ECO) is available only for exceptional teachers who meet eligibility requirements.

I have read all of the above information and understand it is my responsibility to enter a professional teacher induction program. I also understand failure to enter an induction program could affect my future credentialing.

I decline to participate in the KCOE New Teacher Induction program for the following reason(s):

☐ I plan to complete the induction requirement in another program: _____(specify program).

☐ Other:

_____

☐

_____	_____	_____
Signature	Print Name	Date

Advice and Assistance

As required by the California Commission on Teacher Credentialing (CTC), the KCOE New Teacher Induction program is designed to be completed in the first two years of teaching with a preliminary credential. After two years of induction, a candidate will be financially responsible for completion of any unfulfilled CTC approved requirements in order to obtain a clear credential.

Process to inform candidates of progress:

- Milestone status and feedback
- Ongoing feedback from mentor and induction program staff
    - E-mail correspondence
    - Phone conferences (if needed)
    - Mid-Year Chats & year-end presentations (Colloquium and Celebration of Growth)
    - On-site or virtual visit
- Meetings
    - Formal and informal discussions
- Completed weekly logs which reflect frequent and ongoing collaboration or lack thereof

Advice and Assistance for candidate's lack of progress:

- Ongoing communication from mentor and New Teacher Induction staff
- Possible additional scheduled meetings:
    - Candidate and mentor
    - Candidate, mentor, and induction program staff
    - Candidate, mentor, induction program staff, and site administrator
- Mandatory attendance at monthly drop-in meetings
- A letter of concern sent to the candidate's administrator with information regarding inadequate progress toward credential completion
- If progress continues to be insufficient, a formal Advice and Assistance meeting will take place with the candidate, mentor, induction program staff, and site principal where an Individual Action Plan will be created
- Trend of insufficient logged hours or documents will result in contact with mentor and NTI district contact

Special Assistance Request

As you are aware, participation in the KCOE New Teacher Induction program carries with it certain commitments and responsibilities. The KCOE New Teacher Induction staff will assist you in any way possible so you can successfully complete all requirements for earning your clear credential.

It is imperative you contact us immediately if you are in need of additional help. If at any time you would like to request special assistance, please utilize any or all of the steps below:

- Discussion with mentor or fellow candidates
- E-mail, call, or Zoom with induction program staff
- Request a personal consultation with induction program staff
- Visit our induction program office
- Meet with induction staff at trainings/meetings (before, during, after)
- Complete and submit a Request for Assistance (form on next page)

Request for Assistance Form

Person requesting assistance:

Name _____ School _____ Phone/Cell _____

☐ Mentor ☐ Candidate ☐ KCOE Induction Staff

Please explain the need for requested assistance:

Assistance plan as developed by candidate/mentor, induction staff and/or site administrator:

Completion timeline and notes:

SAMPLE

Candidate Signature		*Date*
Mentor Name	*Mentor Signature*	*Date*
NTI Staff Name	*NTI Staff Signature*	*Date*
Site Administrator Name	*Site Administrator Signature*	*Date*

FOLLOW-UP MEETING

Notes: Date: _____

□ Action plan completed

□ Further support needed

New Teacher Induction Program

Extension Request

Name _____

District _____

School _____

Candidate: Explain why an extension is needed for the induction program. Attach any evidence you wish to use to support your request.

SAMPLE

NOTE: If the candidate participates in a third year of the induction program, he/she will assume a charge of $400 monthly to cover program expenses. There may be other charges.

The New Teacher Induction coordinator, the district contact and/or site administrator discussed the above request. The recommendation is:

- ☐ Extension granted
- ☐ Extension denied

_____ *Date* _____

Candidate Signature

_____ *Date* _____

Mentor Signature

_____ *Date* _____

Induction Staff Signature

_____ *Date* _____

Site Administrator Signature

Agreement for Payment

I _____agree to pay the Kings County Office of Education New Teacher Induction program the sum of *$4,000 in the school year 2025-26. This amount covers the cost for participating in a third year of induction.

It is understood that the payment may be made through one of the following options:

- Option 1: payment will be made in full
- Option 2: payment will be made in installments of $500.00 per month for 8 months

Services will cease if payments are not received by the fifth day of each month. Payment must be made by the fifth of each month or will be subject to a late fee of $50.00.

It is understood that KCOE, in conjunction with the candidate's school district, will provide a mentor as required by the program.

It is understood the undersigned will attend meetings as outlined by the KCOE induction calendar.

After funds are submitted to KCOE and all program requirements are satisfactorily met, KCOE New Teacher Induction coordinator will issue a recommendation for a clear credential.

_____

Candidate Signature

_____

Date

_____

Morgan DeVaney, New Teacher Induction Coordinator

_____

Date

*An option of prorated charges may be available if partial program requirements are deemed appropriate by the KCOE NTI coordinator.

Payments should be made to:
Kings County Office of Education
KCOE New Teacher Induction Program
Attn: Summer Headley
876 E. D St., Lemoore, CA 93245

Request for Program Completion Documents

KCOE New Teacher Induction staff provides a copy of completion documents at the end of each academic school year. If for some reason, you need an additional copy after completing induction, please complete this form and mail (876 E. D Street, Lemoore, CA 93245) or email it to Summer Headley at summer.headley@kingscoe.org.

The fee to request additional transcripts is $50. Make your check out to Kings County Office of Education with "New Teacher Induction transcript" as a notation. Credit card payment is available on request.

Full Name:

Induction Dates:

Circle One: **Year 1** **Year 2** **ECO**

Preferred Method of Receiving Transcripts

(Circle one and provide necessary information)

Pick up in person at Lemoore Service Center **-or-**

Email Address: **-or-** **Physical Mailing Address:**

Phone Number with area code:

_____ _____

Signature Date

Request for Reassignment Policy

Policy:
If at any time the match between the candidate and mentor is perceived as being unsuccessful for any reason, the match may be revised by the candidate, mentor, and/or district.

Procedures:
The KCOE New Teacher Induction program will utilize the following protocol:

1. A candidate, mentor, and/or district may make a request in writing for a new match at any time to the KCOE NTI program coordinator.
2. Upon receipt of a written request for a new match, the program coordinator will secure confidential information from both parties. Efforts will be made to maintain the respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).
3. The program coordinator implements the agreed upon solution and monitors the new match, if this was determined to be the best solution. Appropriate information is shared with involved parties and the specified NTI district contact and/or site administrator as needed.

Note: There are times when the mentor has provided partial services, attended meetings, and/or has an agreement for compensation with the district. The reassignment of the mentor may include consideration to prorate compensation based on district/mentor agreement. Newly assigned mentors' compensation may also be prorated depending on the time remaining in the school year and the duties to be completed based on district/mentor agreement. Existing mentoring hours will be combined with the new mentor and milestones completed will be reviewed by new mentor. The New Teacher Induction program will work within the context of the local districts and any agreements to ensure district policy is implemented.

The above policy and procedures were carefully considered and the following reassignment has been recommended and approved by the KCOE New Teacher Induction program.

Candidate: _____ _____
Print Name *Signature*

Current Mentor: _____ New Mentor: _____

The reason for the request for reassignment:

☐ Mismatch between candidate and mentor
Comment:

☐ District decision

☐ Mentor left district/area

☐ Other (please explain):

☐ Mentor has been notified

☐ Candidate has been notified

Approved by:

NTI Director: _____ District Coordinator:

Effective Date of Reassignment: _____

Distribute copies of this completed form to all parties involved.

_____

Grievance Policy

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the candidate should first discuss the issue with the KCOE NTI program director. Formal complaint procedures shall not be initiated until the candidate has first attempted to resolve the matter informally.

If a candidate disagrees with feedback given for an induction milestone which indicates that it must be resubmitted or is incomplete, the candidate may:

- Contact the induction staff and ask for clarification of the feedback (email, phone or in person)
- After clarification, if the candidate believes the feedback for the review was inaccurate or unfair, the candidate may then ask for a second review by the program coordinator or other member of the KCOE New Teacher Induction team

If a candidate disagrees with the decision by the program director regarding completion of the program:

- The candidate may submit a formal letter of grievance to the KCOE New Teacher Induction Advisory Committee, who will then review the candidate's submissions, attendance and mentor log reports, and Celebration of Growth information to determine completion of the program.
- If the candidate disagrees with the Advisory Committee's decision, a letter of dispute can be submitted to the KCOE Superintendent for a final decision.

If at any time the candidate decides to discontinue enrollment in the KCOE New Teacher Induction program:

- The candidate will submit a letter to the program director that they do not wish to continue in the program.
- The program will supply the candidate with an update of completed requirements. The candidate will then be responsible to complete induction in an alternative program**.**

Teach Out Plan

In the unlikely event the KCOE NTI program closes, districts and candidates will receive information in writing with the process for a transition including other local, active teacher induction consortiums.

A "teach out plan" will include an individual transcript for each year one candidate, which provides KCOE NTI program completion information.

KCOE Education Services will house records from the closed program which can be shared with individuals upon request. All program required documentation will be scanned and housed by KCOE Education Services.

InductionSupport.com User Guide

InductionSupport.com is the website where you will find the latest news and updates, mentor/candidate online profiles, event registration, assessments/surveys, milestones, resources, and mentor logs. InductionSupport.com should be checked by candidates weekly.

The home page is where you land after logging in. Listed here will be any current news listed by NTI program staff. Also housed on the home page is the "Things-to-Do" box which will remind you of events/meetings, upcoming milestones, milestone status, and logs that need to be acknowledged.

Calendar

The CALENDAR tab on the left-hand toolbar is where mentors and candidates register for all KCOE NTI events/meetings. Mentors and candidates will also be able to view all current registered and unregistered events. To register for an event/meeting, select the CALENDAR tab and select the month. The month will open with all meeting date options. Find the date you want to register for and select "Register". You will receive an email confirmation with meeting information the day before the event/meeting. There are often attendance limits, **so register as early as possible** to ensure you can attend the date of your choice. If for any reason the candidate or mentor cannot attend and have previously registered, you can select "Cancel" until the registration window closes. Once the registration window closes, you must contact the program office to cancel or reschedule registrations.

Assessments

The ASSESSMENTS tab is where you will find program related surveys. There will be, at minimum, one mid-year survey and one end-of-year survey. All assessments are a requirement for both mentors and candidates.

My Profile

At the beginning of each year, mentors and candidates need to update their profiles. Select MY PROFILE on the left-hand toolbar. There are four sections to review and edit. You can do this by selecting the blue EDIT button on the right.

Section 1 –

- Verify you are listed at the correct district and school site.
- Check the spelling of your name.
- Email: The primary email should be your DISTRICT email. The alternate email is optional and can be a personal email.
- Change your password. The password is visible to program staff, so please do not choose a confidential password.
- Select "Update" when complete.

Section 2 –

- Verify we have your correct mailing address.
- Verify or add your school phone number (Work Phone).
- Verify or add your Home Phone and Mobile Phone. It is okay if these two numbers are the same.
- Select "Update" when complete.

Section 3 –

- Verify we have your correct position and grade level.
- Select the university where you completed your preliminary credential.
- If you teach Dual Immersion, select "Yes" for ESL/Bilingual.
- Select "Update" when complete.

Section 4 –

This is demographic information required by the state of California. This is entirely voluntary. If you choose not to answer, your answers will be recorded as "Decline to state". Program staff cannot view your responses. If you choose to answer these questions, select "Update" when complete.

Logs

After meeting each week, mentors must complete logs to verify collaborative time. An average of 4 hours per month must be verified.

Each week, mentors will:

1. Log into InductionSupport.com using their username and password. Select the MY CANDIDATES tab on the left-hand toolbar.
2. Select the name of candidate.
3. Choose "Input New Log" on the right.
4. Choose the CSTPs covered in your meeting that week (the "Wants Info" and "Next Week" checkboxes

are optional). In the “Meeting Notes” box, include the CSTP elements covered in your mentoring and a brief description of what that work entailed. Sample logs will be distributed at the Mentor Academy/Refresher.

5. Click Save at the bottom of the page. Once a candidate acknowledges the log, changes can no longer be made.

After each log is created, candidates will see them listed on their logs page.

Each week, candidates will:

1. Log into InductionSupport.com using their username and password. Logs that need to be acknowledged will be listed in their “Things to Do” box on the homepage. They are also listed under the LOGS tab on the left-hand toolbar.
2. Select the month to see completed logs and click “Review” on the right.
3. Review log, enter a candidate comment (optional), select Acknowledged by Candidate and hit submit. **The logs are not officially recognized without this verification.**

Milestones

All evidence of progress is submitted via milestones.

1. The first step is to save your evidence/documents electronically in one location.
2. Select MILESTONES on the left-hand toolbar.
3. Find the milestone you are submitting and select it.
4. Select the “Select Document for Upload” button. Browse your computer to find your document. Then select the “Upload Document” button.

Continue to monitor your milestones for feedback on your submission. If you are asked to “Resubmit”, follow the directions given by the reviewer and then repeat the directions above, including the corrected evidence.

Resources

Here you will find all of the resources to support you through induction. Select RESOURCES from the left-hand tool bar. External Links will take you to all program documents in a Google format. All other downloads will be listed under “Download Files”. All Resources, Program Files, Sample Documents, etc. will be housed here. All documents need to be downloaded and saved prior to use.

California Standards for the Teaching Profession (2024)

CSTP 1

Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

1A	**Focus on Students:** Teachers plan and implement student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.
1B	**Knowledge of Students:** Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.
1C	**Student Backgrounds and Family Engagement:** Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.
1D	**Diversity and Equity:** Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

CSTP 2

Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

2A	**Learning Environment:** Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.
2B	**Student Behavior:** Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.
2C	**Organizational and Resource Management:** Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.
2D	**Inclusive Environment:** Teachers build on students' assets, students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences to ensure that students' identities are included in classroom interactions and future learning experiences.

CSTP 3

Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

3A	**Knowledge of Subject Matter and Pedagogy:** Teachers identify organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.
3B	**Connecting Subject Matter to Real-World Contexts:** Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.
3C	**Curriculum and Resources for Specific Students and Student Groups:** Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.
3D	**Content and Skills across Subjects:** Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.
3E	**Curriculum Materials and Resources:** Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

CSTP 4

Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.

4A	**Planning Instruction for Student Learning:** Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.
4B	**Designing and Developing Instruction for Student Learning:** Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.
4C	**Facilitating Instruction for Student Learning:** Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.
4D	**Adapting Instruction for Student Learning:** Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

CSTP 5	
Assessing Students for Learning	
Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.	
5A	**Understanding and Using Assessments:** Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.
5B	**Interpreting and Using Assessment Data to Inform Student Learning:** Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.
5C	**Communication of Assessment and Data:** Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.
5D	**Assessment for Continuous Improvement:** Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

CSTP 6	
Developing as a Professional Educator	
Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.	
6A	**Reflection on Practice:** Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.
6B	**Focused Professional Learning:** Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student, including historically and persistently underserved students, to reach identified goals.
6C	**Collaboration with Colleagues:** Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.
6D	**Collaboration with Families, Guardians, and the Community:** Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.
6E	**Ethical Conduct and Professional Responsibilities:** Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.
6F	**Activating Access and Equity:** Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.
6G	**Personal Growth and Well-Being:** Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.