



**TEACHER**  
**INDUCTION PROGRAM**

# Handbook



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

***Merced County Office of Education  
Teacher Induction Program***

**Vision**

Support and encourage teachers in the 21st Century classroom

**Mission**

Provide Support and assistance for beginning teachers to ensure their success and longevity in the profession

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## What is an Induction Program

The Merced County Office of Education Teacher Induction Program (TIP) is a two-year individualized, job embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. All holders of State eBill 2042 preliminary credentials must clear their credentials by participating in an Induction Program. TIP is structured to assist new teachers in the demonstration and application of the knowledge and skills acquired during the teacher preparation experience.

When teachers enroll in TIP they are matched with an experienced mentor within the first 30 days of the program. These matches are made based on credentials held and grade level or subject area. Once the school year starts Candidates and their mentor will meet with the Candidates administrator in a Triad meeting to discuss the areas of focus on the Individual Learning Plan (ILP). At the Kick-Off meeting (within 60 days of the start of school) an ILP is created which guides the work of the candidate throughout the program. Each year, candidates and mentors are required to log a minimum of 40 hours of collaboration around the ILP and other "just in time" needs that the teacher may have. Candidates select the area of focus for their ILP by focusing on the teaching placement, administrative recommendation, knowledge from preservice experience and personal areas of strength and growth. Although site administration is involved in the creation of the ILP the induction program is solely for the professional growth and development of the Teacher Candidate and is NOT for evaluation for employment.

## MCOE Teacher Induction Program Design

The Teacher Induction Program is designed to meet the individual needs of each credential candidate and to support them in growing as a professional educator. The program will provide the opportunity for preliminary credential holders to complete the requirements for their Clear Teaching Credential. Components of our local program design include:

- Candidate Development of an ILP within 60 days of the start of the program based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the ILP that is completed with the preliminary program
- Weekly mentoring to credential candidate by exemplary veteran teachers (mentors) who are trained in coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, and the California Standards for the Teaching Profession (CSTP)
- Mentoring will include both "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth

and accomplishment of the ILP.

- Utilization of a locally created formative assessment system as the basis for credential candidates to identify strengths and areas for professional growth based on the CSTP.
- Professional learning based on the individual needs of credential candidates as identified in their ILP

## Program Goals

The programs goals are to provide a smooth transition into the complex responsibilities of teaching and to:

- Develop teachers' capacity as defined in the California Standards for the Teaching Profession (CSTP)
- Offer preliminary credentialed teachers the opportunity to meet requirements for a California Clear Teaching Credential.
- Provide direct support toward improving student achievement
- Use formative assessment practices to guide instruction
- Document professional growth over time
- Model and encourage ongoing self-assessment and reflection
- Foster collaboration and leadership among teachers
- Increase the retention of teachers in the profession

## Program Outcomes

Upon completion of the two-year Merced County Office of Education Teacher Induction Program, candidates will:

- Increase ability to:
  - Engage and Support All Students in Learning
  - Create and Maintain Effective Environments for Student Learning
  - Understand and Organize Subject Matter for Student Learning
  - Plan Instruction and Design Learning Experiences for All Students
  - Assess Student Learning
  - Develop as a Professional Education
  - Reflect on self-assessment of teaching practice
  - Show professional growth over time
  - Show professional growth in relation to the state-adopted academic content standards and performance levels for students
  - Complete an Individual Learning Plan (ILP) through a series of teaching activities in which a teacher explores specific aspects of teaching practice (Inquiry)
  - Complete the requirements for the recommendation of a California Clear Teaching Credential

## Benefits for Credential Candidates

1. Credential Candidates will be provided with a trained Mentor who will:

- Provide “just in time” support along with longer-term guidance.
- Maintain dedicated weekly contact for mentor and candidate interactions.
- Support reflection on the effectiveness of instruction, analysis of data, and use the information to inform the repeated cycle of planning and instruction.
- Observe teaching and provide feedback.
- Respect and maintain confidentiality.

2. Professional Learning seminars will:

- Align to the CSTP
- Provide credential candidates with opportunities to customize learning and apply it to individual classroom practice.
- Assist with the availability of resources necessary to accomplish the Individual Learning Plan
- Provide opportunities to connect with and become part of the larger professional learning
- Community within the teaching profession.
- All Professional Learning opportunities are optional and not required to earn a preliminary credential.

3. The program also provides:

- Guidance and support for developing the Individual Learning Plan (at the Kick-Off meeting or individual contact with the director)
- Observation of colleagues and peers.
- Technical assistance with document completion.
- Periodic review of the Individual Learning Plan with candidates.
- An opportunity to earn units (8 units) over two years to be used for salary advancement.

4. Upon successful completion of all Induction requirements, the Merced County Office of Education Teacher Induction program will recommend to the California Commission on Teacher Credentialing that the Credential Candidate did receive a Clear Teaching Credential.

## Benefits for Mentors

1. Mentors will have an opportunity to support a colleague in his/her professional growth.
2. The program will provide guidance and clear expectations for the mentoring experience by providing training in the following areas:
  - Coaching and mentoring.
  - Goal setting.
  - Use of the mentoring instruments.
  - Best practices in adult learning.
  - Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning networks.
  - The program also provides: an opportunity to earn units (8 units maximum) over two years to be used for salary advancement (optional).
3. Professional Learning seminars which integrate the Induction standards, CSTP and formative assessment into meaningful inquiries will provide Mentors with:
  - Opportunity to expand their knowledge and skills.
  - Collegial dialogue and professional growth.
  - Own personal growth
4. Minimum Qualifications for Mentors Include:
  - Knowledge of the context and content area of the candidate's teaching assignment.
  - Demonstrated commitment to professional learning and collaboration.
  - Possession of a Clear Teaching Credential.
  - Ability, willingness, and flexibility to meet candidate needs for support.
  - Minimum of three years of effective teaching experience required five years preferred.

## Candidate Agreement

I, \_\_\_\_\_, understand and agree that to receive full benefits provided by the Merced County Office of Education Teacher Induction Program (TIP), my participation requires responsibilities and expectations. I also realize that completion of the activities listed below will be necessary for me to be recommended for a Clear Teaching Credential. I agree to:

1. Weekly contact with my Mentor for a minimum of 1-2 hours receiving “just in time support” as well as reflecting on classroom practice, analyzing student work, and completing required documentation. This includes participation in informal and formal observations by my Mentor. (40 hours minimum annually).
2. Work collaboratively with my Mentor to develop and implement a well-thought-out and completed Individual Learning Plan (ILP). The creation of this document will be supported by reflecting on the Preliminary Program Individual/Induction Development Plan (created at your university), and the Triad Meeting.
3. Participate in a Triad meeting annually between the Candidate, Mentor, and Site Administrator.
4. Participate in four observations by an assigned Mentor each year.
5. Attend all required meetings including a Kickoff and Mid-Year Check-in. End of Year Celebration is optional. Complete all local surveys of the Teacher Induction Program, including post-induction surveys.
6. Authorize MCOE to release all my induction program records and/or any information contained therein to my employer, to determine amount and conditions of funding, and to assess progress toward completion of the program.
7. Commit to the completion of the TIP requirements within two years for recommendation of a Clear Teaching Credential. **A fee will be charged, paid by the Credential Candidate, for continuation in the program if the requirements are not completed in two years.**
8. Contact the Induction Coordinator should questions arise about the pairing of Candidate and Mentor. The Induction Coordinator will initiate a mediational conference. If it is determined that the Candidate and Mentor can not reconcile, a reassignment will be requested from the school district. This may be done at any time during the two-year Teacher Induction Program.
9. Recognize that my participation in the Teacher Induction Program will have no bearing and play no part in the formal evaluation process and/or my employment status in my school district.
10. Acknowledge that I have been given the information and understand the requirements for the Early Completion Option (ECO) by the TIP Coordinator during the Kick-off meeting.

**I agree to inform the Merced County Office of Education TIP of any change in status, assignment, school site, district, address, phone number, or email address within 10 days.**

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Candidates Signature

Date

Coordinator Signature

Date



## Mentor Agreement

I, \_\_\_\_\_ understand that my work as a Mentor in the Merced County Office of Education Teacher Induction Program is crucial to the success of my Credential Candidate(s). I realize that I must assume responsibilities for ensuring and facilitating the full implementation and completion of the Induction Program requirements in exchange for the stipend that I will receive. I also understand that completion of these responsibilities will be necessary for my Credential Candidate to be recommended for a Clear Teaching Credential. I agree to:

1. Develop a trusting and reflective professional partnership with my Candidate by maintaining appropriate confidentiality and professional discretion concerning my work with my assigned Candidate.
2. Weekly contact with my candidate for a minimum of 1-2 hours providing “just in time” support, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills. (40 hours minimum annually)
3. Facilitate a Triad meeting annually between the Candidate, Mentor, and Site Administrator.
4. Guide and assist my Candidate in developing, implementing, and updating the ILP.
5. Observe Candidate a minimum of four times annually.
6. Facilitate candidate growth and development through modeling, guided reflection on practice and feedback on classroom instruction.
7. Connect Candidates with available resources to support their professional growth and accomplishment of their Individual Learning Plan.
8. Provide specific support based on the CSTP.
9. Submit Collaboration Logs upon completion of each meeting.
10. Complete all surveys of the Teacher Induction Program.
11. Attend all required meetings including a Mentor Orientation (1), Mentor Coaching (1), Kickoff with candidate(s) (1), Mid-Year Check-in with candidate(s) (1), Mentor Mondays (3) and the optional End of Year celebration with my candidate(s).
12. Facilitate or present at a professional learning meeting at least one time during the year.
13. Commit to completing a minimum of two years supporting the same Candidate and be a professional role model.
14. Contact the Induction Coordinator should questions arise about the pairing of Candidate and Mentor. The Induction Coordinator will initiate a mediational conference. If it is determined that the Candidate and Mentor cannot reconcile a reassignment will be requested from the school district. This may be done at any time during the two-year Teacher Induction Program.
15. **Will meet all the following minimum eligibility requirements of a mentor:**
  - Knowledge of the context and the content area of the candidate’s teaching assignment demonstrated commitment to professional learning and collaboration
  - Possession of a clear teaching credential
  - **Ability, willingness, and flexibility to meet candidate needs for support**
  - Three years of effective teaching experience
  - I have been recommended by my site administrator

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*Mentors Signature*

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*Date*

## Site Administrator Agreement

I, \_\_\_\_\_, understand that my work in providing effective leadership in the support of new teachers is important to their success in the classroom. I assume certain responsibilities for facilitating and ensuring that my Credential Candidate(s) successfully complete the Merced County Office of Education Teacher Induction Program (TIP) requirements for recommendation of a Clear Teaching Credential. I agree to:

1. Help recruit, select, and match quality Mentors to work with Credential Candidates. I Participate in a Triad meeting annually between the Candidate, Mentor, and Site Administrator. I Participate in professional development for site administrators to become familiar with program components.
2. Introduce Credential Candidates to the staff and include them in the school's learning community.
3. Limit extracurricular duties for both the Credential Candidate(s) and the mentor.
4. Provide release time to both Credential Candidate and Mentor for observations and/or professional development.
5. Participate in surveys regarding the Teacher Induction Program.
6. Contact the Induction Coordinator should questions arise about the pairing of Candidate and Mentor. The Induction Coordinator will initiate a mediational conference. If it is determined that the Candidate and Mentor cannot reconcile a reassignment will be requested from the school district. This may be done at any time during the two-year Teacher Induction Program.
7. Agree that involvement in the Teacher Induction Program will have no bearing and play no part in the Credential Candidate's formal evaluation process and/or employment status in the school district.
8. Acknowledge that I have been given information regarding the requirements for a Candidate's participation in the Early Completion Option (ECO).

\_\_\_\_\_  
*Print name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Print name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Print name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## Early Completion Option (ECO)

Senate Bill 57 (Scott) was designed to allow eligible individuals to complete the Teacher Induction Program (TIP) at a faster pace than the two years required. An Early Completion Option Candidate has the opportunity to complete the program in one year. This option is available to experienced and 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.

### **Eligibility Requirements:**

- Possess a current California Preliminary Credential
- Currently employed in a TK-12th grade classroom
- Fill into one of the following descriptions:
  - Be an experienced and exceptional graduate of a two-year Intern Program that culminated in a California Preliminary Credential and must be recommended by the Intern Program for consideration for an ECO
  - Have three or more years of successful teaching (with a preliminary Credential) experience in an accredited (as determined by the commission private school as evidenced by a letter from the employing district and verification of accreditation; or
  - Have three or more years successful teaching (with a preliminary Credential in an accredited school in another state or country.

Please note that emergency note holders, although experienced, may have had no support in the early years, and therefore are not eligible for ECO

To apply, candidates must submit all required documentation October 1, 2024 and February 21, 2025 for Spring ECO Candidates. The completed application must include the following:

1. Personal statement from candidate expressing why they feel they are exceptionally qualified
2. Statement from district HR department or Superintendent supporting Candidates application to the ECO program- Online.
3. Administrator Recommendation - Online.
4. Online recommendation from the Intern program, private school, or accredited school in another state or country attesting to the appropriateness of a placement in the Early Completion Program.
  - Interview will be held sometime in November or December. You will be contacted with an interview time.
  - Candidate will present evidence of exceptionality in all six of the California Standards for the Teaching Profession
  - Candidates approved for the Early Completion Option will demonstrate proficiency at the highest level of professionalism when completing all requirements of the Early Completion Option

**Per program discretion, multiple missed deadlines and/or meeting, failure to meet with the coach a minimum of 1 hour per week, and/or lack of response to program**

**calls/emails may result in contact with administration and/or ECO status being revoked at which time the candidate will be required to participate in the two-year program.**

## Reassignment Guidelines for Mentors and Candidates

Vital to the success of the program is the trusting relationship of the Candidate and the Mentor. If that relationship does not develop properly, a change may be necessary. The Mentor or Candidate must initiate the request for change in a face-to-face meeting with the District Contact or Induction Coordinator. The issues will be thoroughly investigated and discussed with the District Contact and/or Induction coordinator before any recommendation is made. If a valid reason for change is demonstrated at the meeting, the following process is used:

- A mediational meeting with the Candidate, Mentor, District Contact, or Induction Coordinator.  
*Notes from the meeting are filed in the Candidate's record at the program office;*
- The Induction Coordinator facilitates changes in assignments when conflicts cannot be resolved.

### **Request for Mentor/Candidate Reassignment**

The above policy and procedures were carefully considered, and the following reassignment has been recommended and approved by the Merced County Office of Education Teacher Induction Program:

*Credential Candidate Name*

*Signature*

*Date*

*Current Mentor Name*

*Signature*

*Date*

*New Mentor Name*

*Signature*

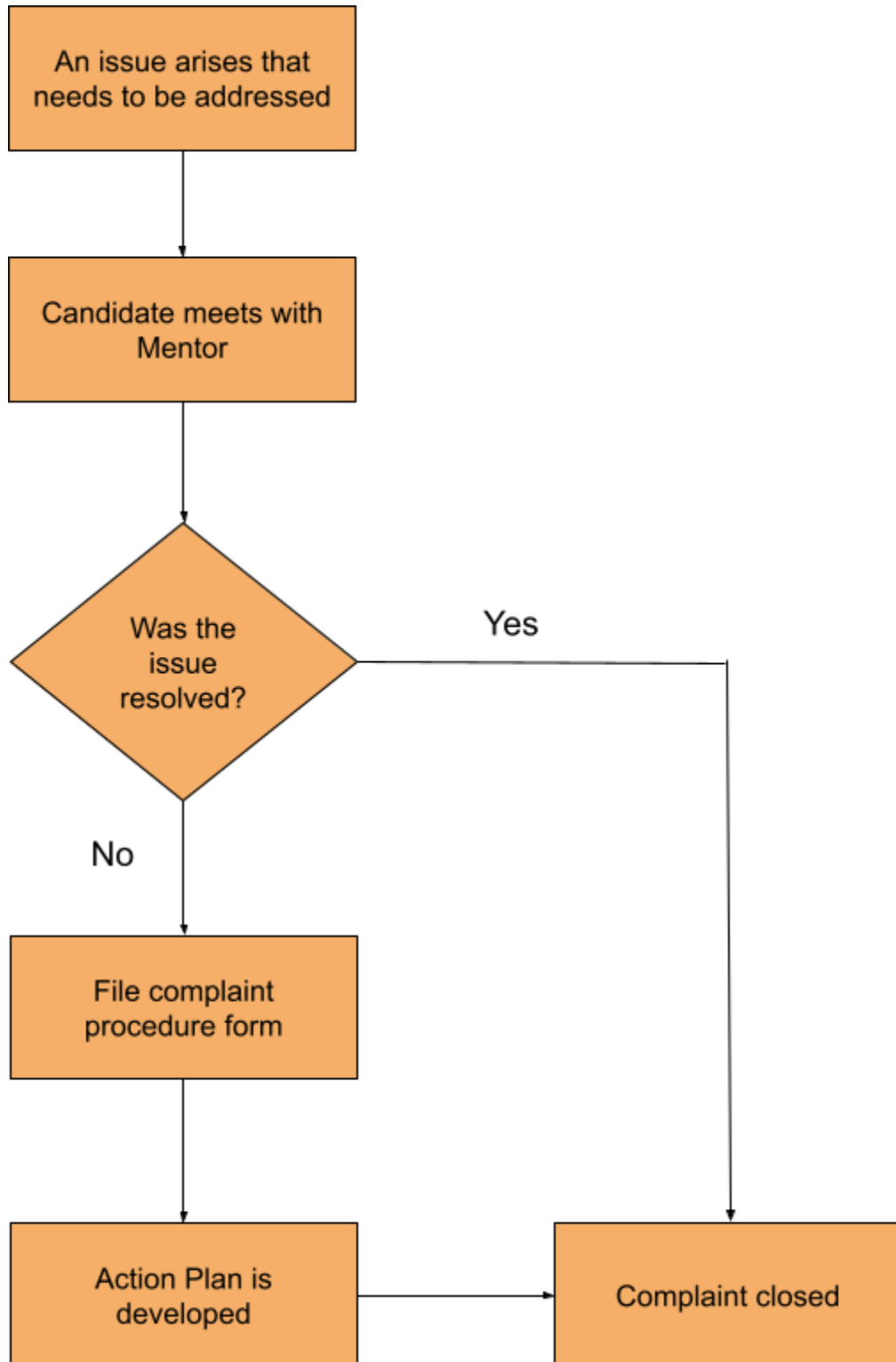
*Date*

Effective Date of Reassignment: \_\_\_\_\_

### ***Program use only:***

Approved: <input type="checkbox"/>	Denied: <input type="checkbox"/>	Date: <input type="checkbox"/>
_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Date</i>

# Program Complaint Procedure



## Complaint Procedure Form

### **Complaint procedure:**

- Complaint form is submitted to the **Program Coordinator**
- Complaint is investigated by the **Program Coordinator**
- A meeting is held with the candidate and a mutually agreed upon plan of action to rectify the situation is developed

***Please use the google link below to complete the Complaint Procedure Form***

➤ **[COMPLAINT PROCEDURE FORM](#)**

## Request for Program Extension

*Please use the google link below to complete the Request for Program Extension Form*

➤ [REQUEST FOR PROGRAM EXTENSION FORM](#)



*MCOE Teacher Induction Program  
Yearly Overviews*

*Fall Cohort - Year 1 and Year 2/EC*

*Spring Cohort - Year 1 and Year 2/ECO*

**Fall Cohort – Year 1 (Starts in August)**

<b>Document</b>	<b>Date Due</b>
21 Learning Logs	Submitted after <b>each Meeting within 5 days</b>
Mentor Observation #1 (Informal) • Triad Meeting	<b>Before</b> attending Kickoff Meeting
Kickoff Meeting (Mentors/Candidates attend together) • Candidates must have completed asynchronous instruction prior to attending	See Calendar
Individual Learning Plan Cycle 1 • Setting Growth Goals (Cells 1-3)	November 1
Mid-Year Check in Meeting (Mentors/Candidates attend together)	See Calendar
Mentor Observation #2  Individual Learning Plan Cycle 1 • Action plan: Research & Implementation (Cell 4) • Measurable Outcomes, SMART Goals, and Other Evidence (Cell 5)  CSTP Cycle 1 (Review each CSTP Element and determine Candidate's proper placement)	January 15
Mentor Observation #3	February 1
Mentor Observation #4  Individual Learning Plan Cycle 1 • Action Plan Reflection (Cell 6) • Measurable Outcomes, SMART Goals, and Other Evidence Reflection (Cell 7) • Next Steps (Cell 8)	May 1
Last day to turn in Learning Logs • Learning Logs hours – 40/year • Professional Learning (Professional Learning can come from any source and must align with growth goal) – 15/year	June 1

*Fall Cohort – Year 2/ECO – (Starts in August)*

<i>Document</i>	<i>Date Due</i>
Learning Logs	Submitted after <b>each meeting within 5 days</b>
Mentor Observation #1 (Informal) • Triad Meeting	<b>Before</b> attending Kickoff Meeting
Kickoff Meeting (Mentors/Candidates attend together)	See Calendar
Individual Learning Plan Cycle 2 (Cells 1-5) CSTP Cycle 2 (Review each CSTP Element and determine Candidates proper placement)	November 1
Mid-Year Check in Meeting (Mentors/candidates attend together)	See Calendar
Mentor Observation #2 Individual Learning Plan – Cycle 2 (Cells 6-8)	January 15
Mentor Observation #3	February 1
Mentor Observation #4 Individual Learning Plan Cycle 3 (Cells 1-8) CSTP Cycle 3	May 1
Last day to turn in Learning Logs Learning Log Hours – 40/year Professional Learning (Professional Learning can come from any source and must align with growth goal)	June 1
End of Year Celebration (For Mentors and Year 2 Candidates)	See Calendar

<i>Spring Cohort – Year 1 (Starts in January)</i>	
<i>Document</i>	<i>Date Due</i>
Learning Logs	Submitted after <b><u>each meeting within 5 days</u></b>
Mentor Observation 1 <ul style="list-style-type: none"> <li>• Triad Meeting</li> </ul>	<b><u>Before</u></b> attending Kickoff Meeting
Kickoff Meeting (Mentors/Candidates attend together) <ul style="list-style-type: none"> <li>• Candidates must have completed asynchronous instruction prior to attending.</li> </ul>	See Calendar
Individual Learning Plan Cycle 1 <ul style="list-style-type: none"> <li>• Setting Growth Goals (Cells 1-3)</li> </ul>	March 1
Mentor Observation #2  Individual Learning Plan Cycle 1 <ul style="list-style-type: none"> <li>• Action plan: Research &amp; Implementation (Cell 4)</li> <li>• Measurable Outcomes, SMART Goals, and Other Evidence (Cell 5)</li> </ul> CSTP Cycle 1 (Review each CSTP Element and determine Candidate’s proper placement)	May 1
Mentor Observation #3	October 1
Mid-Year Check in Meeting (Mentors/Candidates attend together)	See calendar
Mentor Observation #4 Individual Learning Plan Cycle 1 <ul style="list-style-type: none"> <li>• Action Plan Reflection (Cell 6)</li> <li>• Measurable Outcomes, SMART Goals, and Other Evidence Reflection (Cell 7)</li> <li>• Next Steps (Cell 8)</li> </ul>	December 1
Last day to turn in Learning Logs <ul style="list-style-type: none"> <li>• Learning Logs hours – 40/year</li> <li>• Professional Learning (Professional Learning can come from any source and must align with growth goal) – 15/year</li> </ul>	December 10

**Spring Cohort – Year 2/ECO** *(Starts in January)*

<b>Document</b>	<b>Date Due</b>
Learning Logs	Submitted after <b>each meeting within 5 days</b>
Mentor Observation #1 (Informal) • Triad Meeting	<b>Before</b> attending Kickoff Meeting
Kickoff Meeting (Mentors/Candidates attend together)	See Calendar
Individual Learning Plan Cycle 2 (Cells 1-5)  CSTP Cycle 2 (Review each CSTP Element and determine Candidates proper placement)	March 1
Mentor Observation #2  Individual Learning Plan – Cycle 2 (Cells 6-8)	June 1
Mentor Observation #3	October 1
Mid-Year Check in Meeting (Mentors/Candidates attend together)	See calendar
Mentor Observation #4 Individual Learning Plan Cycle 3 (Cells 1-8) CSTP Cycle 3	December 15
Last day to turn in Learning Logs Learning Log Hours – 40/year Professional Learning (Professional Learning can come from any source and must align with growth goal)	December 15
End of Year Celebration (For Mentors and Year 2 Candidates)	See Calendar

## *Units*

Units offered in partnership with UC Merced Extension - \$40/unit

Units offered in partnership with Teachers College of San Joaquin - \$50/unit

- 4 units Credential Candidate Yr1
- 4 units Credential Candidate Yr 2
- 4 units Mentor Candidate Yr 1
- 4 units Mentor candidate Yr 2
  - 1 unit Equity & Access
- 1 unit Time Management for Teachers

Registration information will be available on the MCOE TIP website.

Registration for all classes above closes on June 1.

- 3 units Classroom Organization and Management Program (COMP)

Units are available through University of the Pacific

Registration information available on the first day of class

***Get district approval before registering and purchasing units.***

***Cognitive Coaching will be paid by TIP for first time attendees ONLY!***

***\*Mentors can participate in PD hours, upon district approval with a budget code***