2025 – 2026

TEACHER INDUCTION PROGRAM

MCOE Teacher Induction Program (TIP)

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WELCOME

Dear Candidate,

Welcome to the Monterey County Office of Education (MCOE) Teacher Induction Program (TIP). Our mission is to prepare all Candidates for success through leadership, support, and service. Our program serves this mission by fostering the growth of Candidates on their journey to becoming highly effective Candidates with a Clear Teaching Credential. Our program is rooted in the California Standards for the Teaching Profession (CSTPs), which serves as the foundation for teaching, leading to our students' academic success and positive well-being. The CSTPs were updated by the California State Board of Education in 2024 and the MCOE TIP Handbook reflects those changes.

MCOE TIP offers support, feedback, and differentiated professional learning which is designed to help you develop your instructional practice in the classroom. Our goal is to support your growth as you become a reflective educator who will continue learning and expanding your expertise and impact for equity and excellence in education long after you have completed your credential requirements.

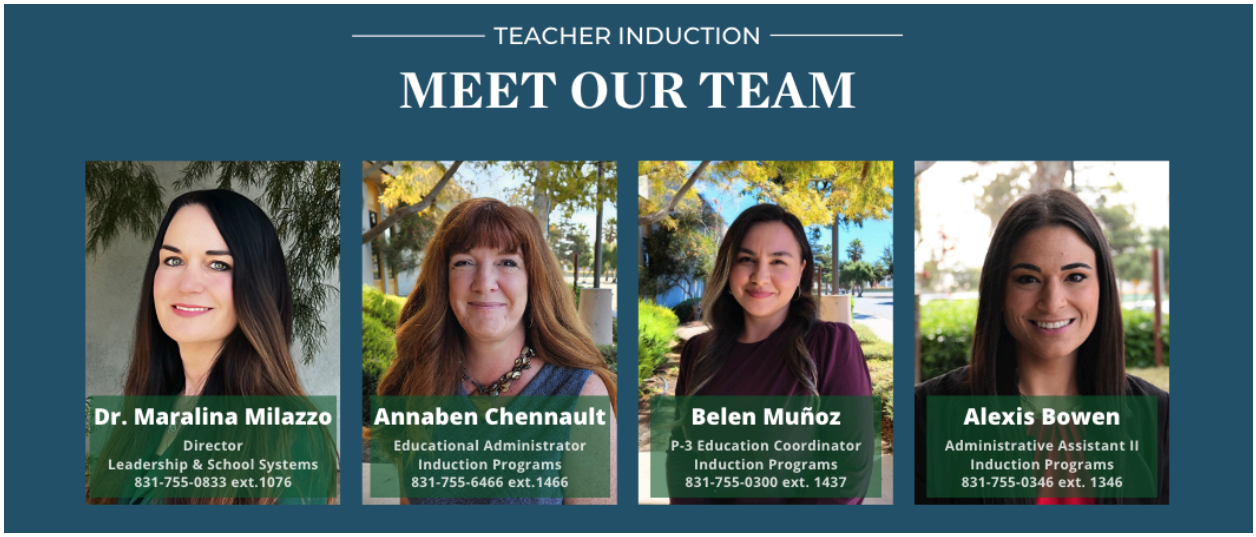
This program has been designed to create an environment in which you can engage in continuous improvement through reflection and a focused inquiry process. Support is available anytime with your mentor, your program advisor, and your team here at MCOE. We will all be walking beside you every step of the way!

Congratulations on this incredible new journey! Your decision to enter the profession of education is a powerful commitment that will make a positive difference in your community. Feel free to reach out with any questions. Our team is here to support you!

In partnership,

Maralina Milazzo

Dr. Maralina Milazzo
Program Director



Make the Difference!

Welcome to Induction—we're so excited to have you begin this meaningful two-year journey with us! By choosing to be an educator, you've already taken the first step in making a powerful difference in the lives of your students, your school community, and the future of education.

As you move through this program, know that you are not alone. Our Induction team is here to support, guide, and celebrate you every step of the way. Your dedication, creativity, and commitment matter—and together, we'll help you grow into the confident, impactful educator you're meant to be.

Thank you for bringing your passion and purpose to this work. Let's make this year—and every year—a chance to ***Make the Difference!***

Warm regards,
The Induction Team

MONTEREY COUNTY OFFICE OF EDUCATION

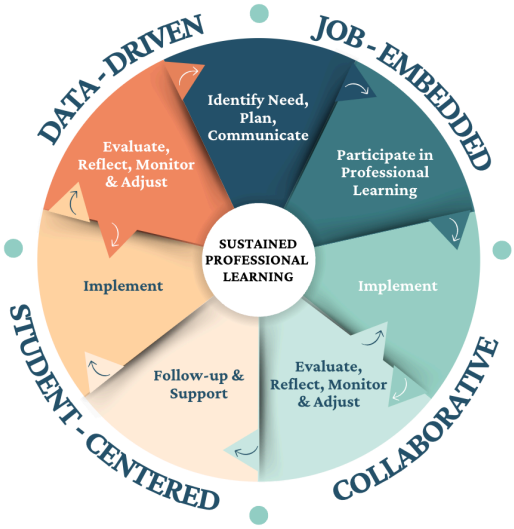
TEACHER INDUCTION PROGRAM

MISSION AND VISION

The Monterey County Office of Education (MCOE) Teacher Induction Program (TIP) for the Clear Teaching Credential supports MCOE's overall mission: Preparing all students for success through leadership, support, and service. Our program is designed to support the development and growth of new Candidates in the profession by building on the knowledge and skills gained during the Preliminary Preparation Program. With research-based professional learning, a robust mentoring system, individual support, and an Individualized Learning Plan, each Candidate will be able to meet the California Standards for the Teaching Profession. Program staff, mentors, and educational partners work collaboratively to design and implement exemplary learning and mentorship experiences to prepare all candidates for success.

Mission

The mission of MCOE's TIP is to inspire, develop, and empower educators to excel in their essential role of shaping the future through a commitment to excellence, innovation, and continuous improvement for Candidates during the foundational first two years of their teaching career. Our program is committed to recognizing and addressing the unique needs of all Candidates while fostering a system of inquiry, equity, and growth aligned with the California Standards for the Teaching Profession.



Vision

The vision of MCOE's TIP is to empower every educator to excel. We envision a future where every beginning Candidate will transform into a highly skilled professional, shaping students' lives and enhancing school communities through excellence, innovation, and a lifelong commitment to learning. Candidates will complete the program empowered with a learner's mindset and equity-centered practices, to grow and develop thriving ecosystems, where all students are prepared to succeed in college, career, community, and life.

MCOE Teacher Induction Program Summary

The Teacher Induction Program (TIP) is a two-year, job-embedded program created to support new teachers in California who hold a Preliminary Teaching Credential and are in their first year of teaching. Its purpose is to guide educators in developing the knowledge, skills, and practices outlined in the California Standards for the Teaching Profession (CSTPs), ultimately leading to a recommendation for the Clear Credential.

Within 30 days of enrolling in TIP, each Candidate is matched with a trained Mentor based on credentials, geographic location, and experience. Mentors provide individualized support through weekly meetings, totaling more than 30 hours of one-on-one guidance per year.

Candidates begin their journey with a self-assessment of all six CSTPs, using this reflection as a baseline for growth throughout the program. A major focus of TIP is the development and use of an Individual Learning Plan (ILP), which helps Candidates engage in a continuous cycle of planning, teaching, assessing, and reflecting. This inquiry process allows teachers to analyze student work, assess the effectiveness of their instruction, and develop targeted strategies to support diverse learners.

In addition to regular mentoring and classroom practice, Candidates must complete at least 20 hours of professional learning each year. These learning opportunities—offered in both online and in-person formats—are chosen based on the Candidate's SMARTIE goals and areas of CSTP growth.

Mentors help Candidates select meaningful professional learning experiences and document their development in the ILP. Altogether, TIP provides a structured and supportive pathway for new teachers to strengthen their practice, build confidence, and positively impact student learning while earning their Clear Credential.

TIP Candidate Journey

Eligibility

Candidates who are currently employed full-time AND in an assignment authorized by the Preliminary Credential they hold AND who have completed ONE of the following are eligible to apply to the MCOE Teacher Induction Program:

- California Preliminary Credential (renewal codes on Multiple Subject, Single Subject and Educational Specialist Preliminary Credentials indicate eligibility for clearing through Induction)
- Out-of-State credentials and fewer than two years of teaching experience
- One or more credentials from other countries
- Education Specialist Level I Credential
- Completed the first year of Induction with another program and are transferring to MCOE.

Application and Enrollment Period

All prospective candidates—regardless of sponsorship type—must complete an online application by the published deadline to be considered for admission into the program.

- District Sponsored Candidates: These candidates are supported directly by a school district that partners with MCOE through a contract. Each candidate is assigned a District Program Advisor who acts as a liaison between the district and MCOE, collaborates with MCOE to support the implementation of the induction program. The district assumes financial responsibility for the candidate's participation.
- Independent Candidates: These candidates are not formally sponsored by a district or are from small or independent educational settings. MCOE itself serves as the Program Advisor, taking on a more direct support role. The candidate may pay the induction fees out of pocket, or the school site (if applicable) may provide sponsorship and cover the costs.

Candidates may enroll in MCOE's Teacher Induction Program during designated enrollment periods. There are two program entry points, or *onramps*, each year:

- Traditional Track: Begins in August
- Mid-Year Track: Begins in January

To begin the program, candidates must complete and submit their application during the official enrollment period. Please note that delays or

incomplete applications may result in the candidate being deferred to the next available onramp.

We encourage timely submission to ensure a smooth and successful start to your Induction journey.

Once a candidate submits their application, the TIP Induction Administrator reviews the application and credential report to verify eligibility. Upon verification, the candidate is officially enrolled in the program. Both the Candidate and their Program Advisor/Lead are notified of the enrollment. The Candidate is then invited to attend Orientation and is formally assigned a Mentor to begin their Induction journey.

Individual Learning Plan (ILP)

An Individual Learning Plan (**ILP)** is a personalized framework for professional growth grounded in the **California Standards for the Teaching Profession (CSTPs).** It is a "living" document that helps Candidates in the Induction program documentthe growth of their professional goals and skills. The ILP is created in collaboration with a Mentor within the first 30 days of enrollment. The ILP is intended to support the Candidate's growth and development, and is not for employment evaluation purposes.

Each academic year, the ILP is structured into **two Inquiry Cycles**. These cycles help candidates reflect on their teaching practice, set meaningful goals, and gather evidence of growth with the support of a mentor. Each inquiry cycle consists of a clear sequence:

1. Self-Assessment on CSTPs through the Growth Over Time (GOT) tool
2. Goal Setting on a specific CSTP element
3. Instructional Implementation around the Goal
4. Evidence Collection n the Goal
5. Formal Observation on the Goal
6. Student Work Analysis that pertains to the Goal
7. Reflection and Next Steps on the Goal

Professional Learning Opportunities (PLO)

All Candidates must complete 20 Professional Learning Hours/ year. At Least 4 hours must be from MCOE and an additional 16 hours are self-selected. Candidates will have the option to choose from a variety of professional learning opportunities (PLO), both in person and online, based upon their needs and their professional learning goals. Asynchronous learning opportunities (MCOE modules) can be chosen to fulfill this requirement. All professional learning has an emphasis on ensuring equity for our increasingly diverse student population. Throughout the various PLO, Candidates are encouraged to develop Asset-Based Pedagogies, where student differences are viewed as assets and not deficits.

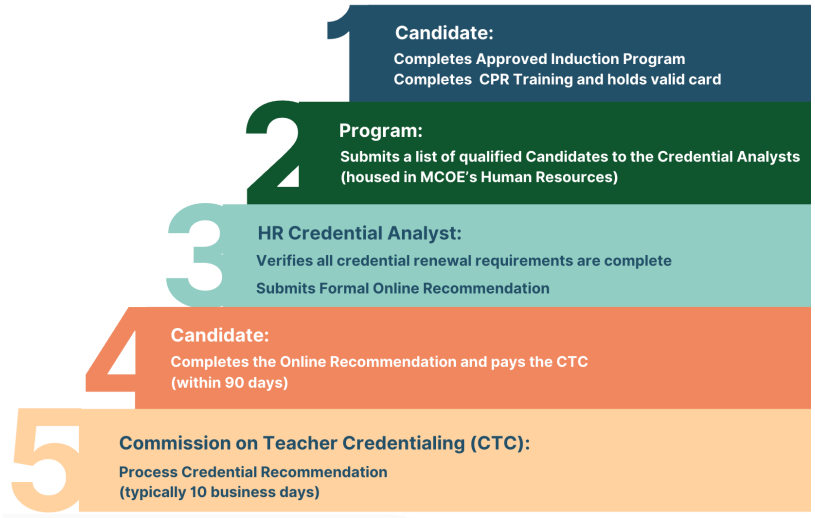
Candidates will track their PLO hours and reflections in their Individual learning Plan (ILP) through a PLO Log. Candidates are required to obtain and submit documentation verifying their attendance at a Professional Learning Opportunity (PLO). Acceptable forms of evidence include a registration confirmation, a signed attendance sheet, or an email confirmation from the facilitator.

Successful Program Completion

When a Candidate successfully completes Induction, they are eligible for a Clear Credential. Successful completion of Induction includes attending an orientation at the start of the program year and demonstrating mastery of the CSTP through participation in the end-of-year Colloquium.
The Induction program must assess each Candidate's progress toward mastering the California Standards for the Teaching Profession to support the recommendation for the Clear Credential. Documentation of progress should reflect the learning and professional growth goals outlined in the Individual Learning Plan (ILP) and provide evidence of successful completion of the specified activities. Reviews of this evidence occur at the end of each section in the ILP. Before recommending a Candidate for a Clear Credential, the Induction program verifies that the Candidate has satisfactorily completed all program activities and requirements, along with the necessary documentation to support the recommendation.

End-of-Program Recommendation

Program Staff will recommend only those Candidates who have completed all requirements of the credential program, including attendance at orientation and participation in professional learning related to the ILP and the Colloquium. Program Staff will submit the appropriate forms and assist the Candidate in setting an appointment with the credential analyst at MCOE. At that time, the Candidate will be able to file for a Clear Credential.



Colloquium

Candidates who have successfully completed their Induction requirements, will present their work at Colloquium. When Candidates prepare for their end-of-program reflection, it is recommended that they use the Reflection

Guide in the Individual Learning Plan (ILP) to thoughtfully consider their teaching practices. This reflection will provide Candidates with a deeper understanding of what has been effective and help identify areas for improvement moving forward. For the Colloquium, candidates will create a 10 minute presentation based on their ILP, focusing on their selected California Standards for the Teaching Profession (CSTPs). The presentation should adhere to the guidelines outlined in the Colloquium Project/ Presentation Guide in the ILP. Candidates present to a small group of administrators and teachers, who will assess their work using the Colloquium Presentation Rubric. This process not only showcases Candidates' growth but also fosters meaningful dialogue about their teaching journeys. Colloquium attendance is expected of all Candidates completing the program and their Mentors.

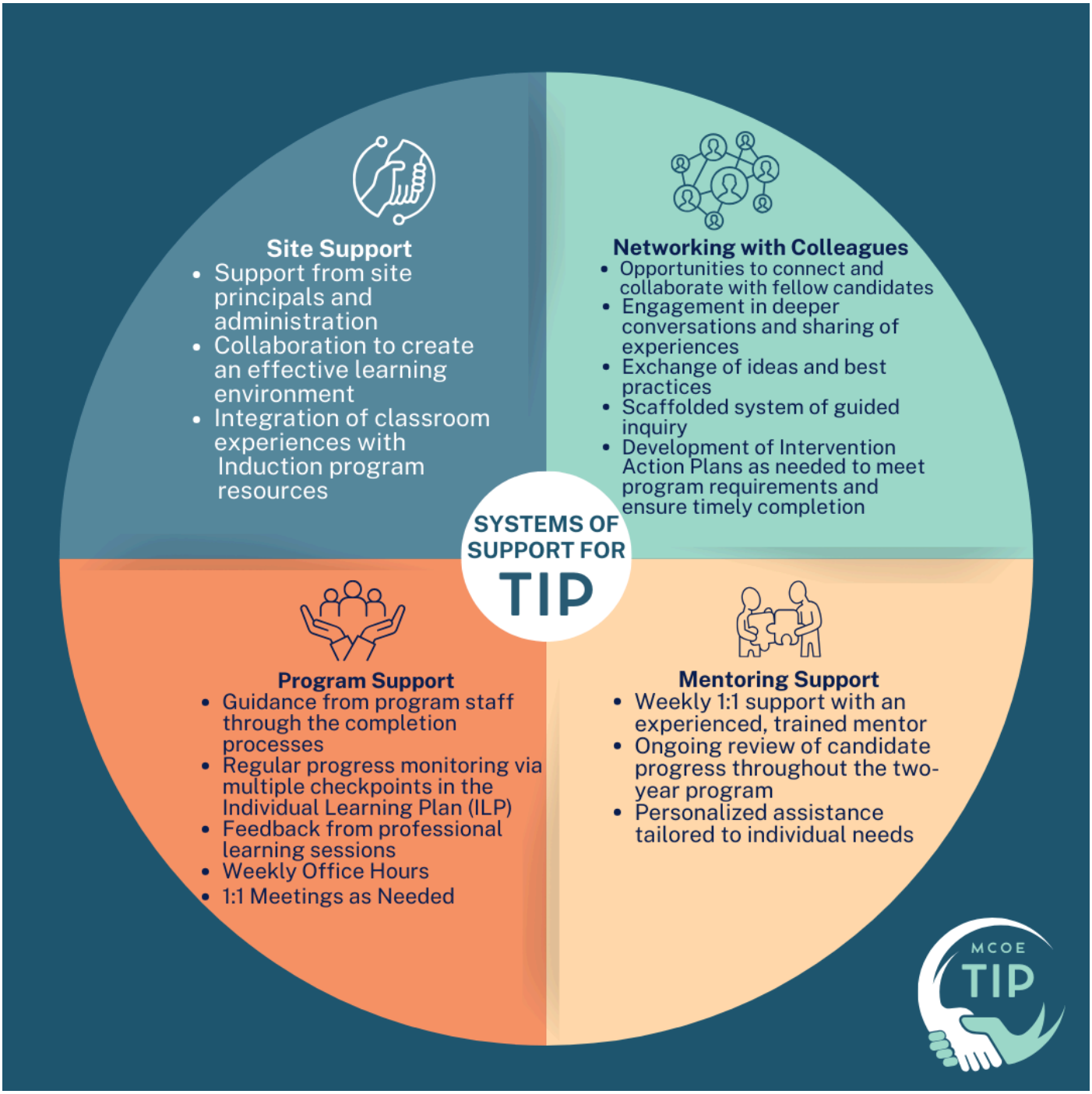
Engagement Opportunities

Tip values feedback from our Candidates, Mentors, alumni, and educational partners. The insights and experiences of our partners will allow program staff to understand the strengths, areas of growth and challenges. Qualitative and quantitative data from our partners helps to shape ongoing design and implementation. There are a variety of ways for current Candidates participate in this process of continuous improvement. TIP sends surveys and asks for feedback regularly. See the graphic below for additional ways to participate.

Systems of Candidate Support

Program staff will guide Candidates through the processes necessary to complete the program. Additionally, program staff will ensure the successful progress monitoring of each Candidate through multiple checkpoints in the ILP. The Mentor will review each Candidate's progress throughout the two-year program and provide 1:1 support and assistance as needed. Formative and summative data is also used to further support the teacher participants, including feedback from professional learning sessions, observations from the program staff, mentors, and program advisors, and end-of-the-year Colloquium presentation/project. Candidates benefit from a system of support including, but not limited to the following:

- 1:1 weekly support with an experienced, trained mentor
- Program Advisor Support
- Induction Program Staff Support
- Site Principal/Administration Support
- Networking opportunities to connect with colleagues and engage in deeper conversations
- A scaffolded system of guided inquiry
- Candidate checklists used to ensure completion of expectations
- And if needed, an Intervention Action Plans to meet the required assignments and successfully complete the program in a timely manner.


SYSTEMS OF SUPPORT FOR TIP
Site Support
• Support from site principals and administration
• Collaboration to create an effective learning environment
• Integration of classroom experiences with Induction program resources
Networking with Colleagues
• Opportunities to connect and collaborate with fellow candidates
• Engagement in deeper conversations and sharing of experiences
• Exchange of ideas and best practices
• Scaffolded system of guided inquiry
• Development of Intervention Action Plans as needed to meet program requirements and ensure timely completion
Program Support
• Guidance from program staff through the completion processes
• Regular progress monitoring via multiple checkpoints in the Individual Learning Plan (ILP)
• Feedback from professional learning sessions
• Weekly Office Hours
• 1:1 Meetings as Needed
Mentoring Support
• Weekly 1:1 support with an experienced, trained mentor
• Ongoing review of candidate progress throughout the two-year program
• Personalized assistance tailored to individual needs
MCOE TIP

TIP Mentor Journey

Mentors provide regular 1:1 support to a Candidate that includes: “just-in-time” coaching, observing instruction, collaboration with analyzing student work, and support with setting goals, lesson planning, obtaining resources and identifying other professional supports.

Mentor Selection Process

Each year Mentors fill out a MCOE Mentor Information Form, whether they are directly recruited by MCOE, or they indicate interest through the MCOE website, or they are brought on board through their home district. Mentors fill out a Mentor Information Form in Informed K12 that includes confirmation of:

- Possession of a California Clear Teaching Credential
- Minimum of three years of effective teaching experience
- Site Supervisor's Recommendation
- Statement on Philosophy of Mentoring New Teachers
- Attesting to qualifications
- Agreeing to responsibilities, including attendance at Orientation and training dates
- Agreeing to Induction confidentiality clause
- Agreeing to MCOE code of conduct

Mentor / Candidate Match

Mentors are matched with Candidates within 30 days of Candidate enrolling in the program. The criteria used for matching is as follows:

- Knowledge of the context and content area of the Candidate’s assignment.
- Candidate is earning the same type of credential the Mentor holds:
    - Multiple Subject Teaching Credential.
    - Single Subject Teaching Credential in the same content area.
    - Education Specialist Credential.
- Mentor’s ability to support the Candidate by
    - holding weekly one-hour meetings either in-person at the Candidate’s school site, or by virtual meetings when remote meeting is necessary.

Mentor Professional Development & Training

Mentor Journey

Mentors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner through the Mentor Journey. The

program provides ongoing training and support for Mentors that includes:

- Goal setting
- Use of ILP tools
- Best practices in adult learning
- Support for individual Mentoring challenges, reflection on Mentoring practice, and opportunities to engage with Mentoring peers in professional learning networks
- Support for Candidate growth and effectiveness
- Professional learning offered by MCOE

The Mentor Journey			
Orientation	**Training**	**Evaluation**	**Recognition**
• Optional Pre-Orientation Support sessions • Attendance at TIP Orientation • Goal Setting	• Mentor Meetings • Coaching Foundations • TIP 1:1 Meetings • Program Office Hours	• Summative and Formative feedback on Mentor Log • Self Evaluation on Goals • Program progress monitoring • 1:1 meetings • Candidate feedback through survey data	• Nomination Form & Mentor-of the Month Recognition • Weekly Newsletter • End of year certificates • Colloquium

Building Mentor Capacity

Our TIP Mentor training leans into reflective Coaching, a model that emphasizes inquiry-based mentoring to enhance a Candidate's instructional practices by focusing on their underlying thought processes and beliefs. This approach is particularly important as it develops a Candidate's cognitive skills of reflection through discourse and the application of knowledge. As described by Elena Aguilar (2024) of Bright Morning Consulting, "transformational mentoring must address Candidates' emotional intelligence, non-verbal communication, and underlying beliefs."

The Mentoring Cycle:

- Begins with examining student learning
- Focuses on what Candidates can do to improve student learning
- The Mentor moves the Candidate towards implementing new instructional practices
- Focus on researched-based strategies
- Data is used to assess progress

Process for Giving Mentors Feedback

The program regularly assesses the quality of services provided by Mentors to Candidates, using criteria that includes Candidate feedback, the quality and perceived effectiveness of support provided to Candidates in implementing their ILP, and the opportunity to complete the full range of program requirements. Induction program leaders provide formative feedback to Mentors on their work, including establishment of collaborative relationships. The process for giving Mentors feedback involves several key components designed to foster reflection, growth, and improvement. Here's a breakdown of the process:

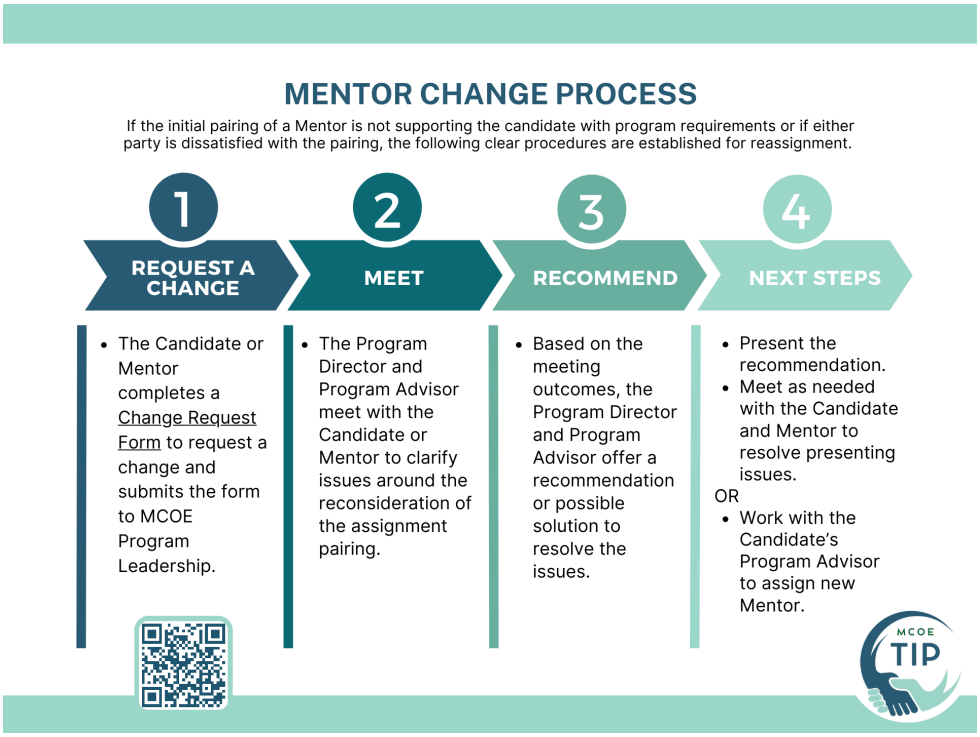
1. **Self-Reflection on Goals**: Mentors begin the feedback process by engaging in self-reflection regarding their established goals. This includes evaluating their mentoring practices, identifying strengths and areas for growth, and considering how effectively they have supported their Candidates. Mentors are encouraged to document their reflections and insights.
2. **Review of Mentor Logs**: Mentors maintain logs detailing their interactions with Candidates, including meetings, observations, and support provided. Program leaders review these logs to assess the consistency and quality of the mentorship. Feedback is provided based on specific entries, highlighting effective strategies and suggesting improvements where necessary.
3. **Program Feedback on the Candidate's Individualized Learning Plan (ILP)**: Mentors receive feedback on the Candidates' ILP, which outlines personalized goals and growth strategies. This feedback helps Mentors understand how well they are aligning their support with the Candidates' needs and the overall objectives of the program.
4. **1:1 Conversations for Additional Support**: When Mentors identify areas where they need further support, or when program staff see a need for additional guidance, 1:1 conversations are scheduled. During these discussions, specific challenges and successes are addressed, and strategies for improvement or adjustment to mentoring practices are collaboratively developed.
5. **Shared Program Data and Candidate Feedback from Surveys**: During the Mentoring Sessions, program data and feedback gathered from Candidate surveys is shared with Mentors. This information includes insights on the effectiveness of mentorship, areas of concern, and suggestions for enhancing the mentoring process. Mentors are encouraged to reflect on this feedback and adjust their approaches as needed to better support their Candidates.

Overall, this comprehensive feedback process emphasizes continuous improvement, self-reflection, and collaboration, ensuring that Induction Mentors are effectively equipped to guide Candidates.

Reassignment of Induction Mentors

If the initial pairing of a Mentor and a Candidate does not support the Candidate's ability to complete program requirements, or either party is dissatisfied with the pairing, clear procedures are established for reassignments.

1. The Candidate or Mentor completes a CHANGE REQUEST FORM to request a change and submits the form to MCOE Program Leadership.
2. The MCOE Program Leadership conducts an interview with the Candidate and/or Mentor to document concerns and clarify issues surrounding the reconsideration of assignment.
3. Based on the interview, the MCOE Program Leader proposes a solution
that may involve facilitating a meeting between the Candidate and the Mentor to resolve the presented problems.
4. Should issues not be resolved, all participants must complete and sign
the Reassignment of Induction Mentor paperwork and a new mentor can be assigned to the Candidate. Program Leadership will work with the Candidate's employer to facilitate assigning a new Mentor.
5. The Program Leadership may also initiate a change in the Candidate's Mentor assignment to assist with a Candidate's progress toward the demonstration of competence.



Action Plan for Mentors Needing Extra Support

In the event that a Mentor requires additional support, we have established a structured approach to ensure they receive the guidance they need. Here's what to expect:

1. 1:1 Meetings: When a Mentor identifies areas for growth or if program staff observe challenges, a 1:1 meeting will be scheduled. These conversations are a safe space to discuss specific difficulties and successes, allowing for collaborative strategy development.
2. Ongoing Feedback: Throughout the year, Mentors will receive regular feedback based on their self-reflections, mentor logs, and Candidate surveys. This feedback will help identify patterns that may require further attention.
3. Support and Reassignment: If a Mentor continues to struggle despite additional support, we may consider reassignment to ensure that all Candidates receive the effective mentorship they deserve. The goal is to foster a positive experience for both Mentors and Candidates.

We are committed to your growth and success, so please don't hesitate to reach out for support when needed. Together, we can ensure a fulfilling mentoring experience!

Mentor Recognition

Each Mentor provides over 30 hours of individualized coaching annually, showcasing their passion for nurturing the professional growth of Candidates and creating a supportive learning environment. TIP Mentors are warmly recognized throughout the program for their invaluable contributions and unwavering commitment to Candidate success. Through a nomination form and "Mentor of the Month" recognition featured in the weekly newsletter, their efforts are celebrated with appreciation. An end-of-year letter and a colloquium further highlight their dedication and expertise, reinforcing their essential role in the program.

Policies and Procedures

Attendance

The program offers many opportunities for online learning in both synchronous and asynchronous environments, as well as in-person sessions. With this flexibility, regular attendance is required at these events:

- Orientation
- 20 or more Hours of Professional Learning Options (through MCOE or outside agencies on all 6 CSTPs)
- 30 or more hours of mentoring sessions
- Colloquium

The Candidate's agreed upon attendance is for the benefit of their own learning, as well as, the learning of others in the cohort. Instructor facilitation, presentations, exercises, and discussions are an essential part of the educational experience for each workshop, as participants contribute insight, experience, and reflection. Candidates who miss assigned seminars or mentoring sessions will need to make up the missed hours of instruction or mentoring. In the event of an emergency, the participant will need to contact the Program Administrator to determine the impact of the absence and complete any missed requirements.

Business Office Procedures and Tuition Policies

1. Program Refund Policy
   A. Deposits are not refundable
   B. Refunds are not available after the first 90 days of admittance into the program

2. Participants who are not able to participate due to personal or family illness, maternity or paternity leave, death in the immediate family, relocation due to job transfer, or other family or personal crisis that prevents them from successfully participating in the program, may receive credit for the length of time in the program. **It is the responsibility of the participant to communicate with the Program Administrator if an issue is preventing him/her from completing the program.**

   If the participant is able to return to the program, they may resume with credit for the completed induction period for up to five years after the date they stopped the program. ***(Please see the section on requesting a leave of absence.)***

   Please note: All documents are destroyed after seven years.

Credential Preparation Program vs Employment

The Individual Induction Plan (IIP) program participation will be designed and implemented solely for the professional growth and development of the Participating Candidate and not for evaluation or employment purposes. Prohibited examples of this would include, but are not limited to the following: sharing the ILP at a board meeting; the principal or direct evaluator of the Candidate receiving the ILP information to be used for completing an evaluation. Completion of TIP and a recommendation for the Clear Credential does not imply or ensure continued employment in the Candidate's district.

Early Completion Option (ECO)

The Early Completion Option is part of SB57 legislation that allows eligible individuals to complete the Teacher Induction program at a faster pace than the full two years generally required to complete all the requirements of professional teacher induction. Qualified individual Candidates may request an Early Completion Option for their teacher induction program, and if eligible, may complete induction in one year. MCOE will determine whether a Candidate is "experienced and exceptional" per the program's established criteria.

To Qualify for the ECO option, Participants must qualify as they would normally for the TIP program, and in addition, will need to request to be considered for the ECO option. The Candidate must request Early Completion Option to the MCOE Induction staff no later than 30 days after entering the program.

Eligibility for ECO

- The Candidate must hold a valid California Preliminary Teaching Credential.
- The Candidate must have completed at least three years of teaching experience.
- Additionally, Candidates must complete the Additional ECO Application process which includes:
    - Three positive evaluations
    - Two current letters of recommendation
    - Evidence of teacher leadership
    - A letter from the Candidate with justification as to why the Candidate should be considered
    - An in-person Observation from Induction Program Leadership and/or District Program Advisor and Mentor

Ethical Code Of Conduct

Candidates, Mentors, and other participants in TIP are expected to conduct themselves in a professional manner, treat colleagues and MCOE staff with respect, keep confidential information confidential, and demonstrate integrity. Misrepresentation, plagiarism, cheating, and other academic and professional misconduct are considered violations of the MCOE TIP program standards. Candidates may be subject to appropriate action for ethical violations, which may include dropping the Candidate, Mentor, or participant from the program and/or reporting to the CTC.

Grievance and Appeals Process

MCOE offers all participants support through an official complaint process. Should a concern arise that needs to be addressed, the following process will be followed to ensure the success of all participants:

STEP 1:	The participant meets with the Mentor to discuss concerns/challenges.
STEP 2:	If the issue is not resolved, the participant submits a written complaint to the Program Director. The Program Director reviews the complaint and contacts the participant within 10 days to discuss solutions.
STEP 3:	If the concern is ongoing, the Program Director will meet with the participant to develop an action plan and ensure a resolution.
STEP 4:	Identified actions will be implemented/refined until the complaint is resolved.

Intervention Action Plans

An Intervention Action Plan aims to provide the necessary support for Induction Candidates facing challenges in completing the program. This Intervention Action Plan is designed to provide targeted support for Candidates who require additional assistance to successfully complete the program. The goal is to enhance their teaching practice, foster professional growth, and ensure they meet all program requirements. By focusing on targeted action steps, the Candidate will develop the skills and confidence needed to succeed in their teaching career. An Intervention Action Plan is instituted when either the Mentor or Program Leader notes insufficient progress, or the Candidate initiates a request.

Leave of Absence or Withdrawal

The program is designed to be completed within a Candidate's first two years of teaching. Occasionally, extenuating circumstances do not allow a Candidate to complete the program in the expected two years. Extensions longer than two weeks may be offered for the following:

- Extended illness
- Maternity/Paternity leave
- Emergency leave
- FMLA leave
- Death of an immediate family member
- Participation in other credential activities (ie. adding an additional authorization)
- Other factors or compelling reasons that would reasonably affect the candidate's ability to complete the program successfully

Candidates who are not able to participate due to any reason listed above may receive credit for the length of time in the program. If they are able to return to the program, they may resume where they left off (must resume before credential expires). It is the responsibility of the Candidate to communicate with the Program Leader if an issue is preventing them from completing the program. Candidates may do so by requesting a Leave of Absence or Withdrawal Form from MCOE TIP.

Non-discrimination Policy

TIP adheres to the MCOE policy that prohibits the discrimination, harassment, intimidation and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No Candidate shall be denied eligibility into the program solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which the application has been made. If a Candidate needs a reasonable accommodation to participate in the program, MCOE will provide it upon notice. If there is a complaint regarding sexual harassment or discrimination, please contact the MCOE Chief Human Resources Officer located at 901 Blanco Circle, Salinas, CA 93901, (831) 784-4195.

Performance Expectations through the Program

Successful completion of the program is dependent upon Candidates:

- Attending Induction Orientation (hosted by MCOE) at the beginning of the program, and participating in the End-of-Program Colloquium.
- Developing and implementing an Individual Learning Plan with the assistance of the mentor.
- Participating in collaborative meetings with a qualified and trained

mentor, at least one hour per week.
- Completing formal and informal observations between the Candidate, the mentor, and other colleagues (as appropriate).
- Demonstrating and applying the California Standards for the Teaching Profession (CSTP).
- Completing 20 hours of Professional Learning during the course of each year.
- Consistently submitting all ILP and program documents, as well as all evidence of self-assessments, by the assigned due dates.
- Communicating questions and concerns about TIP with staff in a timely and professional manner.
- Participating in the program evaluation process.

Process and Selection Criteria For Hiring PLO Facilitators

The Monterey County Office of Education (MCOE) selects and contracts facilitators for Professional Learning Opportunities in their Teacher Induction (TIP) program through a structured process that aligns with the mission and vision of the program.

Initially, MCOE identifies facilitators based on their expertise, experience in education, and familiarity with CSTPs. A call for proposals or qualifications may be issued to attract potential Candidates. The Program Leadership reviews all PLOs, ensuring that facilitators have a strong background in adult learning principles and a proven track record in teaching and mentoring educators. Criteria for facilitator selection:

- **Expertise in CSTPs:** Facilitators must demonstrate an understanding of the California Standards for the Teaching Profession (CSTPs) and how the session content supports these standards.
- **Understanding of Mentorship:** Facilitators should have a proven track record in working with Mentors and new educators, with a focus on fostering a supportive and collaborative learning environment.
- **Commitment to Equity and Inclusion:** Facilitators should have a strong commitment to equity-centered practices.
- **Research-Based Professional Learning Practices:** Facilitators must utilize research-based methodologies to design and implement professional learning experiences.
- **Strong Communication and Collaboration Skills:** facilitators should possess excellent communication and collaboration skills to work alongside program staff, Mentors, and educational partners in creating exemplary learning experiences for Candidates.

Once selected, Faculty/Facilitators are contracted to deliver tailored professional learning sessions. Continuous feedback and evaluation are integral to the process, ensuring that Faculty/Facilitators meet the needs of

participants and contribute to the ongoing improvement of the program's professional learning opportunities.

The TIP program uses the Quality Professional learning Standards (QPLS) to assess the quality of professional development activities. The QPLS provide characteristics of professional learning that will most likely lead to educators' increased knowledge and skills and, then, to improvements in practice. The QPLS are seven interdependent program standards comprising the essential elements of quality professional learning. They include:

1. **Data:** Quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments.
2. **Content and Pedagogy:** Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.
3. **Equity:** Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.
4. **Design and Structure:** Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.
5. **Collaboration and Shared Accountability:** Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
6. **Resources:** Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.
7. **Alignment and Coherence:** Quality professional learning contributes to a coherent system of educator learning and support that connects district, school, and individual priorities and needs with state and federal requirements and resources.

Role of District Program Advisors

The role of Program Advisors in the Induction Program is to support Candidates during their first years of teaching as they develop their skills in alignment with the California Standards for the Teaching Profession (CSTPs). This position is a key component of the partnership between the Monterey County Office of Education (MCOE), the District, and the Candidates, ensuring they receive the necessary guidance and resources throughout their Induction experience. Program Advisors are responsible for actively participating in the design and implementation of Candidate preparation. They will facilitate interactions between Mentors and Candidates by coordinating observations and meetings, while also ensuring Candidates are placed in settings that promote professional growth and success.

Program Advisors should respect the confidentiality of the Mentoring process and understand that the Induction program serves as a support system rather than an evaluatory one. Program Advisors are also expected to provide any necessary support for Triad meetings, read the weekly Induction Newsletter, complete program surveys, partner with MCOE to host Orientation, and engage in the End-of-Year Colloquium.

In Districts without a designated Program Advisor, MCOE will assume this role to provide essential support.

Resubmission and Extension

Candidates are given multiple opportunities to satisfactorily complete all requirements of the program. Program Leadership provides continuous Program Monitoring of the Individual Learning Plan (ILP). When a Program Leader deems the Candidate's submission does not meet program standards, feedback is provided to the Candidate and their Mentor to inform them of the revision process. Candidates are given seven additional days to revise and resubmit their work. Should a Candidate disagree with the assessment provided, there is a grievance policy process.

If the Candidate needs additional time or support, the program will conference with the Candidate and Mentor to customize an Intervention Action Plans for resubmission. The resubmission process is designed to allow Participating Candidates to be successful within the timeframe of the two-year program.

The program can also provide extensions based on Candidate and/or district needs or requests. The program will provide customized timelines for Candidates with medical issues and other extenuating circumstances once notified by the Candidate.

Student Records Management, Access, and Security

Candidate records are maintained and retained in accordance with the Monterey County Office of Education records retention policy. MCOE will provide verification that:

(a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying progress and program completion for seven years.
(b) All Candidate records are maintained at the main institutional site and kept electronically within a secure server.
(c) Additionally, all hard copy records will be kept within the main building of the Monterey County Office of Education in locked cabinets in the Educational Services Office for seven years. They are not accessible by the public.

Candidates who are in process or have completed their respective programs are able to contact Administrative Assistant Estephania Viscarra for records within the seven-year period.

Teach-Out Plan for Induction Program

In the event of a program closure, Candidates would be informed about the closure, including the reason for the closure, and the timeline and options available to complete remaining requirements. Individual guidance from the Director, Leadership & School Systems would also be available.

MCOE's Induction Program would make every effort to provide at least one school year's notice allowing Year 2 Candidates to complete the program. In the final year of the program, new Candidates would not be enrolled. In the event that a school year's notice wasn't feasible, MCOE would reach out and work closely with local Induction Program providers, as well as other county offices of education, and other local programs to ensure successful completion and recommendation for the Clear Credential. Candidates would be provided with individual guidance, and the Director, Leadership & School System would communicate with those programs to ensure a smooth transition.

University Credit Benefit

Optional University credit is offered for all Candidates and Mentors in the Induction program. Participating Candidates and Mentors may purchase units from a university for their participation in formative assessment. To receive these units, participants must complete all program requirements, including required in-person sessions, as evidenced by completing required documents, collaborative logs, and ILPs.

We are partnering with UMass for university credits. Please check with your District for specific policies related to optional units. The TIP Program does not make guarantees of any benefits related to optional units.

MCOE Teacher Induction Program Design, Rationale, and Research

The Monterey County Office of Education (MCOE) TIP is designed to support Candidates in their first year of teaching (who hold Preliminary Credentials) to assist them in their journey to a Professional Clear Credential. Our program offers a flexible two-year induction experience, with an Early Completion Option for experienced educators. Participating Candidates (PT) engage in job-embedded professional learning, guided by knowledgeable Mentors, and set professional growth goals to drive individualized inquiries.

MCOE's TIP offers a research-based approach that empowers participants with the skills, confidence, and knowledge essential for effective teaching. Through collaborative learning, self-assessment, and ongoing professional development, we cultivate educators who want to excel in their teaching careers.

Embedded Practices Throughout the Program

Throughout the two-year program, the Candidate acquires and demonstrates the knowledge, skills, and abilities of effective teaching as outlined in the California Standards for the Teaching Profession (CSTP).

Individual Learning Plan (ILP)

Every Candidate who participates in the TIP will know the value of having a plan for their own professional growth in developing skills and expertise as an educator on the California Standards for the Teaching Profession. Candidates meet with their mentors and begin their ILP plan within the first 60 days of the start of the program. Candidates use evidence to establish the chosen co-assessment level and include strengths and areas for growth for the chosen levels. Each Candidate will choose a level and set a goal for the chosen CSTP element.

Plan, Teach, Reflect, Apply (PTRA) Cycle

Candidates are able to use the "Plan, Teach, Reflect, Apply" (PTRA) cycle to build confidence and competence. This is a component of continuous improvement that is embedded in our program. The PTRA cycle is a continuous and reflective process used in education to enhance teaching and learning experiences. It begins with Plan, in which educators develop detailed lesson plans based on curriculum goals, student needs, and educational standards. Next, in the Teach phase, instructors deliver the lesson, employing various strategies to engage students actively. Following teaching, to Reflect is crucial. Educators assess both student understanding and the effectiveness of their teaching methods, often using feedback and assessments. In the Apply phase, Candidates use insights gained from reflection to improve future lessons, adjusting strategies and materials to better meet students'

needs. This iterative cycle encourages ongoing improvement and adaptation, aiming to enhance both teaching practices and student learning outcomes over time.

The program emphasizes continuous improvement through the PTRA cycle (Danielson Group, 2022). Candidates use data in collaboration with their mentor to create a test of change to directly impact student learning. The MCOE TIP is rooted in the practices of reflecting on formative data, rich and job-embedded feedback, and inquiry cycles as they have a profound impact on student achievement (Hattie, 2016; Donohoo, 2017; Marzano, 2009). This process of Candidate inquiry emphasizes practical data-based continuous improvement and iterative reflection. Cherubini et al. (2011) underscore the importance of such mentoring practices, noting that they "contribute directly to improving Candidates' sense of self-efficacy and, in turn, better equip them to cope with the expectations of being professional educators" (p. 2). Aligned to continuous improvement protocols utilized in the California System of Support, Candidates engage in a process similar to Plan-Do-Study-Act (PDSA).

The PTRA teaching cycle integrates each domain of the Framework for Teaching (FFT) (Danielson Group, 2022) into a professional growth cycle: "The components in Domain 1: Planning & Preparation describe how Candidates organize instruction for student learning. The components of Domain 2: Learning Environments describe conditions and qualities of environments that are conducive to learning and support student success. The components of Domain 3: Learning Experiences describe the engagement of students in learning experiences and reflect the primary mission of schools: enhancing student learning and growth. The components of Domain 4: Principled Teaching capture and reflect the practices of educators that extend beyond their classrooms and the learning experiences they facilitate. Reflection is a process of thinking about actions, reviewing evidence, identifying strengths and opportunities, and seeking new knowledge and new perspectives that can enhance practice." A critical consciousness requires meaningful praxis, action and reflection (Freire, 1973; hooks, 2014).

Candidates engage in a minimum of 20 hours of professional learning per year, with access to self-paced modules and expert-led sessions. Weekly meetings with mentors fosters collaborative teaching, further enhancing

professional growth. The program is structured overall to facilitate the acquisition and demonstration of essential teaching skills outlined in the California Standards for the Teaching Profession.

Professional Learning

All Candidates will have the ability to choose from a variety of professional learning opportunities, both in person and online through our unique program. There are two required in-person sessions of professional development per year. In addition, professional learning is available for Candidates to choose from as it fits their needs. Asynchronous learning opportunities (modules) can be chosen as a part of this professional learning, based upon the needs of the students and their own professional learning goals during each four to six-week cycle. These topics of study (modules) are designed by experts in the field and include digital resources to enhance teaching and learning. The modules provide professional learning to support the social, emotional, physical, cognitive, and academic needs of the students; inclusive learning experiences based on individual learner assets and needs, while also creating equitable outcomes for all; family and community engagement practices, with an emphasis on two-way communication to develop positive and reciprocal family and community connections; digital citizenship, restorative justice, growth mindset, implementation of California Standards and Curriculum Frameworks-aligned teaching and learning, and a continuous growth model.
Candidates have a choice in their topics of study and can implement information and resources to meet their needs and drive improvement during their inquiry cycles.

Ensuring equity for an increasingly diverse student population relies on today's educators viewing student differences as assets and not deficits. Asset-Based Pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Asset-Based Pedagogies recognize that the populations listed above are not mutually exclusive. Students can move fluidly between several different groups (California Department of Education, 2020.)

Literacy

For instructional leaders it is important to note that California's approach to literacy instruction is grounded in the science of reading, learning, and development, including decades of research applicable to our diverse and multilingual learners. As a dynamic state with extraordinary global influence and unsurpassed cultural and linguistic resources, California is committed to ensuring that students are reading by third grade and are fully literate when they graduate from high school. Reading by third grade and beyond is a key part of the State Superintendent of Public Instruction's Transforming School Initiatives.

Culturally Sustaining Pedagogy

Culturally Sustaining Pedagogy builds on decades of asset-based pedagogical research including Culturally Relevant Pedagogy (Ladson-Billings) and Culturally Responsive (Gay and Hammond) and Linguistic (Hollie) Pedagogy. Culturally Sustaining Pedagogy affirms and respects the key components of the Asset-Based Pedagogies that preceded it, but also takes them to the next level. Instead of just accepting or affirming the backgrounds of students of color as seen in Culturally Relevant Pedagogy; or connecting to students' cultural knowledge, prior experiences, and frames of reference as we see in Culturally Responsive Pedagogy; Culturally Sustaining Pedagogy views schools as places where the cultural ways of being in communities of color are sustained, rather than eradicated. Culturally Sustaining Pedagogy promotes equality across racial and ethnic communities and seeks to ensure access and opportunity. Culturally Sustaining Pedagogy also supports students to critique and question dominant power structures in societies. Django Paris and H. Samy Alim describe the key features across culturally sustaining educational settings in an *EducationWeek* Author Interview: 'Culturally Sustaining Pedagogies'.

Feature	What it Looks Like
Valuing community languages, practices, and ways of being	Students' languages, literacies, and cultural ways of being are centered meaningfully and consistently in classroom learning instead of being considered as "add-ons."
Schools are accountable to the community	Educators and schools are in conversation with communities about what they desire and want to sustain through schooling.
Curriculum that connects to cultural and linguistic histories	Educators connect present learning to the histories of racial, ethnic, and linguistic communities both locally and nationally.
Sustaining cultural and linguistic practices, while providing access to the dominant culture.	Educators value and sustain the cultural and linguistic practices of the community while providing access to the dominant culture (white, middle class, and standard English speaking).

Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. Culturally Responsive Teaching requires Candidates to recognize the cultural capital and tools that students of color bring to the classroom and to utilize their students' cultural learning tools throughout instruction. Although Culturally Responsive

Teaching is inclusive of working with students from diverse home language groups, linguistically responsive teaching is called out in Sharroky Hollie's book, *Culturally and Linguistically Responsive Teaching and Learning* (2017). Its essence also lies in viewing students with home languages (other than Standard English) as assets that they bring to the classroom rather than deficits.

Principle one of California's English Learner Roadmap expresses the need for culturally and linguistically relevant education stating, "The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities."

Drawing on extensive Culturally Responsive Teaching research, New America in their article "Culturally Responsive Teaching: A 50-State Survey of Teaching Standards" (Muñiz, 2019), cites eight competencies that culturally responsive educators possess:

Competency	Description
1. Reflect on one's cultural lens	Culturally Responsive Educators (CREs) are reflective about their own group memberships that may be based on race, ethnicity, social class, and/or gender. They are cognizant that their life experiences and those group memberships may create biases that can influence their interactions with students, families, and colleagues.
2. Recognize and redress bias in the system	CREs recognize that their students' access to educational opportunities may be influenced by their social markers (e.g., race, ethnicity, social class and language) and advocate for all students to have access to high-quality Candidates and schools.
3. Draw on students' culture to shape curriculum and instruction	CREs draw on their students' cultures and life experiences when planning their instruction and reject instructional materials that contain cultural biases and/or stereotypes. They supplement the curriculum if it lacks the representation of their students' heritage.
4. Bring real-world issues into the classroom	CREs connect their curriculum to real-world problems and ask students to consider solutions to them. These issues may involve injustices that exist in their communities or nationwide. Through this process, CREs empower their students to see themselves as change agents that can right the injustices that exist in the world.
5. Model high	CREs hold high academic expectations for all students

expectations for all students	and believe that all students are capable of academic success.
6. Promote respect for student differences	CREs are models for how all students should respect one another and embrace their fellow classmate's social, cultural, and linguistic differences.
7. Collaborate with families and the local community	CREs work to break down barriers that may keep students' families from participating in their children's education (i.e., work schedules, language barriers). CREs make an effort to learn about the families and community in which they teach.
8. Communicate in linguistically and culturally responsive ways	CREs understand and honor both the verbal and nonverbal culturally-influenced communication styles of the community in which they teach. They also seek to communicate with parents that speak a home language other than English by utilizing translation services.

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Culturally Relevant Pedagogy is a theoretical model that focuses on multiple aspects of student achievement and supports students to uphold their cultural identities. Culturally Relevant Pedagogy also calls for students to develop critical perspectives that challenge societal inequalities.

Gloria Ladson-Billings proposed three main components of Culturally Relevant Pedagogy: (1) a focus on student learning and academic success, (2) developing students' cultural competence to assist them in developing

positive ethnic and social identities, and (3) supporting students' critical consciousness or their ability to recognize and critique societal inequalities. All three components need to be utilized.

Three Components of Culturally Relevant Pedagogy	
Student Learning	The students' intellectual growth, moral development, problem-solving, and reasoning abilities.
Cultural Competence	Skills that support students to affirm and appreciate their culture of origin while developing fluency in at least one other culture.
Critical Consciousness	The ability to identify, analyze, and solve real-world problems, especially those that result in societal inequalities.

Quality Professional Learning Standards

The Quality Professional Learning Standards (QPLS) identify characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.

Seven interdependent standards promote professional learning that is:

- Rooted in student and educator needs demonstrated through **data**
- Focused on **content and pedagogy**
- Designed to ensure **equitable** outcomes
- Designed and structured to be **ongoing, intensive, and embedded** in practice
- **Collaborative** with an emphasis on **shared accountability**
- Supported by **adequate resources**
- **Coherent and aligned** with other standards, policies, and programs

By utilizing the QPLS, educators, policymakers, education officials, and other stakeholders will share a common understanding regarding the features of high quality professional learning and how best to support it. The standards are not meant to be used to evaluate any educator in any aspect of their work (California Department of Education, 2015).

The Andragogical Process Model by Knowles (1974) emphasizes learners sharing the responsibility for planning learning activities with the faculty or facilitator(s) who should be skilled in:

a. Establishing a climate conducive to learning: a learning environment based on mutual respect and trust.
b. Creating a mechanism for mutual planning: learners to share responsibility for planning.
c. Diagnosing the needs for learning-learners-feel a need to learn.
d. Formulating program objectives (which is content) that will satisfy these needs—goals of the learning experience are the learners goals.
e. Designing a pattern of learning experiences—learning process using learners' experiences.
f. Conducting these learning experiences with suitable techniques and materials—active learning and participation by learners.
g. Evaluating the learning outcomes and re-diagnosing learning needs— have a sense of progress towards goals.

Self-directed learning supports adults' way of learning or acquiring knowledge: "The most effective self-directed learners are highly skilful in getting help from peers, teachers, printed materials, audiovisuals aids and every kind of resources" (Knowles et al., 1984). Teachers should take initiative in their development and learning process (Sparks, et. al, 2017).

Collaborative Networking and Sharing

Along with regular meetings with their Mentor, Candidates will have the opportunity to network and collaborate with other Candidates and Mentors, both online and in person as a feature of the hybrid program. "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger-Trayner, 2015, p. 2).

Learning in community, Candidates experience what learners should experience in building relationships with instructors and peers. They engage in adult Social and Emotional Learning (SEL) and engage in relevant topics focused on improving their knowledge of diverse student needs, content knowledge, pedagogical knowledge, technological knowledge, skills, and competencies. Coordinated efforts to promote and infuse high-quality, equity-focused SEL across the California educational system, will bring us closer to the California Department of Education (CDE) vision of advancing a "whole child" approach and whole person approach to education.

Specifically, SEL is aligned with the state education priorities described in the Local Control Funding Formula (LCFF), particularly priorities (4) Student Achievement, (5) Student Engagement, and (6) School Climate. As a result, many districts have articulated SEL goals and strategies within their Local Control and Accountability Plans (LCAPs) and programs aligned to California's Multi-tiered System of Support (MTSS) Framework, which centers SEL as a key element of a fully integrated system of support for the benefit of all students.

California's Social Emotional Learning Guiding Principles (California Department of Education, 2017)affirm SEL as "an essential part of a

well-rounded, quality education in all youth-serving settings" and provide practice guidelines that speak explicitly to California's diverse regional, cultural, racial, linguistic, and socioeconomic contexts. The 2020 CDE SEL work group developed three core products:

1. Kindergarten–Adult Transformative SEL Competencies
2. Transformative SEL Conditions for Thriving
3. Resources to support implementation:
    - Document version of the T-SEL Competencies and Conditions for Thriving
    - T-SEL Readiness and Reflection Prompts
    - Competencies Implementation Resources
    - Conditions Implementation Resources
    - School-Based Themed Resources
    - Social and Emotional Learning Group Space (Requires Login) (Requires no-cost user registration for the California Educators Together [CET] website. Consider joining CET for a rich, networked experience that allows for access to and sharing of content, resources, strategies, and supports.) (California Department of Education, 2021)

These guidance tools aim to build on and respond to the call from California's diverse key stakeholders to embed equity-focused T-SEL in every learning and teaching context across the education system and build on "the CASEL 5." This addresses five broad and interrelated areas of competence and highlights examples for each (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts from classrooms with SEL instruction and classroom climate; to schools with school wide culture, practices, and policies; with families and caregivers and authentic partnerships; and in communities with aligned learning opportunities.

Beyond the "CASEL 5" (CASEL, 2020), the T-SEL Competencies build toward "a community-generated, student-centered approach to SEL, racial justice, and healing…implementing SEL and diversity, equity, and belonging (DEB) practices" (Simmons, ASCD, 2021).

- **Identity**: a core part of self-awareness, which refers to how students (and adults) view themselves as individuals and as part of the world around them. Having a healthy sense of identity buffers against negative or traumatic experiences and contributes to positive academic, social, and emotional outcomes.
- **Agency:** part of self-management, or feeling empowered to make choices and take actions that produce a positive difference. Agency helps young people make choices about learning and career goals, overcome personal challenges, and shape the course of their lives.
- **Belonging:** part of social awareness, the experience of acceptance, respect, and inclusion within a group or community. Having a sense of

belonging is critical to well-being, motivation, and achievement.
- **Collaborative Problem-Solving:** part of relationship skills, the ability to build shared understanding and work together to come to solutions by pooling knowledge, skills, and efforts.
- **Curiosity:** part of responsible decision-making, which leads to the pursuit of knowledge and different perspectives and contributes to attention, engagement, and learning.

By integrating T-SEL and civic learning, learners have opportunities to develop skills and relationships needed to participate as caring and engaged community members. Through civic learning, learners analyze how issues in the world around them affect their lives, develop an understanding of how they can make a difference, and learn how to work with others to create solutions. SEL helps cultivate critical social and emotional knowledge, beliefs, and skills needed to achieve civic learning goals. For example, development of:

- Self-awareness and social awareness to analyze and reflect on issues they care about in their schools and communities.
- Self-management to demonstrate agency and identify how to make a positive difference.
- Relationship skills and responsible decision-making to work with others to take actions to address important issues. (CASEL, 2021)

The Universal Design for Learning (UDL) Guidelines (CAST, 2018) are part of the California Curriculum Frameworks and inform professional learning design for educators. They serve as design principles for engagement, representation, action and expression, aligned to the why - affective networks, the what - recognition networks, and the how - strategic networks of the brain. This guides the learning process to meet the needs of learner variability and promote access, student voice, choice, and agency. The UDL Guidelines 3.0 are updated to design options for welcoming interests and identity; nurture joy, play, and empathy; explicitly address the ways in which bias causes harm in teaching and learning; foster collaboration, interdependence, and collective learning; emphasize the roles of belonging and building community in teaching and learning (draft graphic organizer).

Updates for Multiple Means of Engagement

- Center, affirm, and sustain learners' strengths and identities
- Emphasize the role of belonging in teaching and learning
- Emphasize the role of joy and play in teaching and learning

Updates for Multiple Means of Representation

- Consider the notion of "multiple means of representation" through the lens of identity
- Consider perceptions of people and cultures
- Value multiple ways of knowing including and extending beyond Western approaches to knowledge

Updates for Multiple Means of Action and Expression

- Center and value forms of expression that have been historically silenced or ignored
- Emphasize the role that bias plays in offering/selecting modes of expression

UDL also emphasizes accessibility and inclusion with the assistance of technology and digital tools. Inclusive technology refers to tools or strategies that remove barriers to learning experiences that support a broad range of learners. For example, dictation or speak to type, text to speech, and predictive text features. Accessible educational materials are print and digital materials designed to make them usable by all (e.g. large print, Braille, digital, or audio versions, alt text and screen readers). Accessible technologies are features that provide learners with access to the content in digital materials that can be enabled such as built-in text to speech features in digital textbooks, options within mobile devices to adjust fonts, or color contrast, and text-highlighting tools. Assistive technologies (AT) are designed to address specific barriers from no to low mid to high-tech, for example: sticky notes, speech overlay or alternative keyboard options, screen reading software, Braille keyboard, and speech generating devices; and may be identified as a need in an IEP (individualized education program) (CITES, 2023).

Andratesha Fritzgerald (2020) has innovated for antiracist UDL and encourages educators to self-assess, confront biases, connect, and break down barriers. Fritzgerald expanded the principles of UDL for engagement to include a license to learn, engagement in our Black and Brown communities; representation with honoring by invitation with standards, background knowledge, visuals, options, language and symbols for comprehension; and action and expression with honoring by releasing in a safe environment.

Through TIP, Candidates deepen their own emotional literacy (Early Childhood Learning & Knowledge Center, 2021) and racial literacy (Sealey-Ruiz, 2021; Price-Dennis & Sealey-Ruiz, 2021) to address how implicit biases and systemic racism affect their students and school communities and learn to reduce disparate discipline outcomes. Restorative practices and T-SEL alignment include strategies such as classroom social contracts, collaborative learning community agreements, restorative circles, cooperative positively interdependent group roles with clearly defined tasks so that students take ownership and feel connected with their peers in an affirming and supportive learning process (CASEL, 2021; Johnson, Johnson, & Holubec, 2008).

Culturally relevant, sustaining, and responsive pedagogy creates belonging and includes bringing home cultures, family stories, and communities into the classroom, and going out to explore them as metaphorical mirrors, windows, and doors (Sims Bishop, 1990). With a focus on the whole child and school community, in addition to readiness for college, career, community, and life, current research informs practice in the MCOE TIP. Resources include

Gholdy Muhammad's (2023) equity framework for culturally and historically responsive literacy, expanding from the current skills-based assessment paradigm to redesign for relevant skills, identity, intellect, criticality, and joy. Informed by Culturally Sustaining Pedagogy, learning is made relevant to students, honoring their family histories, ancestors, languages and cultures. It also is responsive and centered (Alim, & Paris, 2017; Gay, 2010; Ladson-Billings, 2014; 2021) and elevates community cultural wealth (Delgado Bernal, 2020; Fierros, & Delgado Bernal, 2016; Yosso, 2005) and students' funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992), with a restorative approach (Myung, Kimner, Cottingham, Diaz Luna, Shiels, & Hough, 2021) for liberatory public education (Jefferson, Gutierrez, & Silverstein, 2018).

As Candidates practice in a blended learning format, they experience engagement with live, in-person, hybrid, virtual, synchronous and asynchronous learning and digital resources. They also incorporate educational technologies and 21st century deeper learning pedagogies in their practice. Informing this work is "The California Digital Learning Integration and Standards Guidance, a collaboratively developed framework for helping teachers move standards-aligned instruction seamlessly between the in-person and virtual spaces, a resource that we believe will prove critically important in our volatile and ever changing world. The intent of this guidance is to help teachers deepen their technological skills and sharpen their instructional focus so they may better engage learners and make the best use of valuable class time" (California Department of Education, 2021). In the publication "Learning With AI, Learning About AI," the CDE states: "Emerging technologies often lead to new and exciting learning opportunities for students, particularly in increasing personalization and accessibility options. While Artificial Intelligence (AI) can be a valuable learning tool for educators and students, it must be evaluated according to usage terms, and clear guidelines for data collection should prioritize student safety" (California Department of Education, 2023). Information and resources related to AI in education are available on the California Educators Together Statewide AI group and in the United States Department of Education, Office of Educational Technology (2024) National Educational Technology Plan.

Glossary

Bilingual Authorization – An authorization to provide specialized instruction to individuals for whom English is a second language. Specifically it authorizes instruction for (1) English Language Development (ELD) in preschool, K-12, and adults (restrictions apply to holders of Children's Center Permits, Child Development Permits, and Designated Subjects Teaching Credentials); (2) Specially Designed Academic Instruction Delivered in English (SDAIE) in the subjects and grade levels authorized by the prerequisite credential or permit; and (3) instruction for primary language development and content instruction delivered in the primary language in the subjects and grade levels authorized by the prerequisite credential or permit. May be issued based on completion of course work or examination. Formerly issued as standalone Bilingual, Cross Cultural, Language and Academic Development (BCLAD) Certificate or BCLAD emphasis added to multiple or single subject credentials.

California Commission on Candidate Credentialing (CTC or Commission) – The California Commission on Candidate Credentialing (CTC) is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

Candidate – An individual participating in a credential program, including for both teaching credentials and services credentials, whether for an initial or second-tier credential or authorization.

Certificate of Eligibility – The Certificate of Eligibility is a document issued to individuals who have completed a program for the Preliminary Administrative Services Credential or the Level I Education Specialist Credential, but who are not currently employed. Certificates of Eligibility allow the holder to seek employment in their area of certification.

Certified – Refers to a California educator holding a valid credential appropriate to their role and/or responsibility.

Clear Credential – A Clear Credential is a teaching credential with no further academic requirements to be completed that was issued prior to September 1, 1985. Professional growth and successful service are not required for renewal, only submission of an application and current processing fees. With the implementation of Senate Bill 1209, signed in September 28, 2006, professional growth requirements are no longer a prerequisite to renewal and the Commission once again began to issue clear credentials.

Competencies – The body of knowledge, skills, and abilities that a Candidate is expected to gain and demonstrate during the preparation program experience.

Community Leadership – The actions taken by the school leader to represent and promote the school, its accomplishments, and its needs to the district, the community and the public in order to accomplish the school's vision, mission and goals.

Dual Language or Bilingual Primary Language Instruction – An educator must hold a teaching credential authorizing the content being taught as well as the Bilingual Authorization (or other previously-issued comparable authorization such as BCLAD) in order to teach in a dual language or bilingual primary language instruction classroom. Note, Bilingual Authorizations *do not* authorize the educator to teach the authorized target language in general education settings. (Types of English Learner Services, CTC, 2024)

Education Specialist Instruction Credential – The Education Specialist Instruction Credential authorizes the holder to teach in seven areas of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, Early Childhood Special Education, and Language and Academic Development. This credential is a basic credential and does not require a prerequisite general education teaching credential. General education course work and field work are incorporated into the Candidate preparation program. (See also Special Education)

English Learner – Students with a primary language other than English who have not yet attained full proficiency in English.

English Language Development (ELD) – English language development refers to instruction designed to teach English learners to understand, speak, read and write English and to acquire linguistic competencies similar to native English speakers.

Evaluate – To assess Candidate knowledge, skills, and performance for the purposes of helping the Candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes; also to analyze data from multiple Candidate assessments, program completer surveys, and other stakeholder surveys for the purposes of identifying program strengths and areas needing improvement.

Excellence – Refers to academic and professional achievement of a high caliber that exemplifies exceptional professional ethics and a strong commitment to highest quality of educator preparation.

Faculty – Refers to individuals employed by a college, university, school district, county office of education, including graduate teaching assistants, and/or by a Commission-approved partnering entity, who teach one or more courses in education, provide services to Candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some aspect of the educator preparation unit.

Instructional Leadership – The actions taken by the school leader to exemplify, promote, support, and evaluate the outcomes of effective teaching and learning for all students and all grade levels served by the school.

Key Stakeholders – Refers to those having a particular interest and/or involvement in the operation and/or outcomes of the educator preparation program, and who are also impacted by and/or have a professional interest in an educator preparation program or institution, such as Candidates, parents, community members, local business/industry, school employers, district/county offices, and community special education services providers.

Mandatory Actions – The automatic revocation of a credential or denial of an application as a result of a criminal conviction related to specific drug or sex offense or other specified serious crimes.

Misassignment – The placement of a certificated employee in a teaching or services position for which the educator does not hold a legally recognized certificate, credential, permit, or waiver with an appropriate authorization for the assignment or is not otherwise authorized for the assignment under another section of statute or regulation.

Multiple Measures – Refers to multiple sources of information used to determine whether an applicant possesses the requisite characteristics, knowledge, skills and abilities required for the credential, including knowledge of and sensitivity to California's diverse population, communication skills, academic knowledge and skills in the area of the credential, and prior experiences that help document a strong potential for effectiveness as a professional educator.

Multiple Subject Teaching Credential – The credential authorizing teaching all subjects in a self-contained K-12 classroom, usually at the elementary level. The credential also authorizes teaching in a core or team teaching setting, typically in middle school in grades five through eight, and also team teaching, which is usually found in elementary and middle schools.

Organizational and Systems Leadership – The actions taken by the school leader to understand, manage, and implement the complex set of school systems that together support teaching and learning at the school. These complex systems may include, for example, the budget, federal, state, and local laws, mandates and regulations.

P-12 – Refers to the entire range of grades in which preschool, elementary and secondary students are enrolled, including preschool through 12th grade.

P-12 Students – Refers to students enrolled in preschool through 12th grade.

Partners – Refers to agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator Candidates (for example, academic and/or credential preparation departments of colleges/universities, schools, county offices of education, and school districts).

Positive Impact on Teaching and Learning – Refers to having a beneficial effect on student achievement, including academic, social and/or behavioral impacts.

Preliminary Credential – A Preliminary Credential is a teaching or services credential that is valid for five years. Preliminary credentials require the holder to complete a bachelor's degree, an approved educator preparation program, CBEST, subject matter competence, and additional specific requirements.

Preparation Program – The organized Commission-approved set of courses, field-based experiences, assignments and assessments that comprise the preparation provided to a Candidate by an entity approved by the Commission to offer educator preparation.

Private Admonition – Written warning to the credential holder that any repetition of such act or omission may result in denial, suspension, or revocation of the credential. At the time of the admonition, the credential holder's employer receives a copy of the admonition, otherwise the admonition remains confidential. The Commission and employers must expunge all records pertaining to the private admonition after three years, as long the offense does not reoccur.

Professional Development - Refers to learning opportunities for individuals to attain and develop new knowledge and skills such as inservice education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–12 schools.

Professional Learning and Growth Leadership – The set of actions taken by the school leader to model lifelong learning; to help Candidates and others within the school community to grow and develop in the profession; and to identify and facilitate opportunities for faculty, staff, parents and others in the school community to participate in a variety of professional and personal growth activities in support of the school's educational program.

Pupil Personnel Services Credential – A services credential authorizing and individual to function in the following areas in the California public schools: School Psychology, School Counseling, School Social Work and Child Welfare and Attendance.

Qualified Persons – Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.

Resources – Refers to the range of supports for programs, including financial support, information resources, technology, qualified staff, building space and materials.

Revocation – The termination of an individual's ability to work in a position requiring certification. Once effective, the revocation continues unless and until the Commission reinstates the person.

Scholarship - Refers to a process of systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.

School Improvement Leadership – The actions taken by the school leader to identify student and school needs, develop a data-based school growth plan, collaborate with staff and key stakeholders to identify resources to support implementation of the plan, implement and evaluate the effectiveness of the plan, document student and school outcomes as a result of the plan's implementation, and modify the growth plan as needed for continuous improvement purposes.

School Level – The organization by grade levels within schools (e.g., Elementary, Middle and High).

Single Subject Teaching Credential – A single subject teaching credential authorizes teaching a specific subject in a departmentalized K-12 classroom, typically at the middle or secondary level.

Special Education Teaching Credentials – Special Education Teaching Credentials, or specifically, the Education Specialist Instruction Credential, authorizes the holder to teach in seven areas of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, Early Childhood Special Education, and Language and Academic Development. This credential is a basic credential and does not require a prerequisite general education teaching credential. General education course work and field work are incorporated into the Candidate preparation program. (See also Education Specialist Instruction Credential)

Specialist Teaching Credential – An additional authorization that one may earn after holding a basic teaching credential, such as MS, SS or Ed Sp. For

example, an Adapted Physical Education Specialist Teaching Credential may be earned by an individual that holds either a Multiple Subjects or Physical Education Single Subject Teaching Credential. Specialist Teaching Credentials may also be earned in agriculture, early childhood special education, reading/language arts, health, or mathematics.

Speech-Language and Pathology – A services credential authorizing the holder to provide services in language, speech and hearing, including audiology.

Student – Refers to an individual enrolled in a district or county office of education preschool, kindergarten through 12th grade, or adult education program.

Subject Matter Authorizations – A Specific Subject Matter Authorization authorizes the holder to teach the specific subject in grades preschool, K-12, and classes organized primarily for adults. An Introductory Subject Matter Authorization authorizes the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. Either authorization requires the credentialed teacher to have either a degree major a specific number of units in the subject or a subject directly related to the subject to be listed on the credential.

Supervise – Refers to guiding, directing, and/or evaluating Candidates in a credential program. (This activity does not apply to evaluation for employment purposes)

Supervision – Activities undertaken to evaluate a Candidate's competence by a qualified person designed to assist a Candidate in mastering the required knowledge, skills and abilities expected of the Candidate. (see also Field-Based Supervision)

Supervisor – An individual from a Commission-approved program and/or employing district assigned to provide supervision and support and/or to assess Candidates during field experiences and clinical practice. (see also Site-Based Supervisor)

Supplementary Authorizations – Supplementary authorizations are subjects added to Multiple Subject, Standard Elementary, Single Subject, Standard Secondary, and some Special Secondary Teaching Credentials on the basis of the successful completion of 20 semester units (or 10 upper division or graduate units) in the subject. Single Subject and Special Secondary Teaching Credentials with Supplementary Authorizations: Introductory Subjects: These subjects authorize the holder to teach only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below. Specific Subjects: These subjects authorize the holder to teach the specific subject at any grade level (preschool,

kindergarten, grades 1-12, and classes organized primarily for adults). Multiple Subject and Standard Elementary Teaching Credentials: These credentials authorize the holder to teach departmentalized classes related to the supplementary authorization in grades 9 and below.

Support – Refers to professional guidance provided by a qualified individual acting as a Mentor to a Candidate in his/her early teaching or service that includes collecting and analyzing evidence relating to the Candidate's competence for the purpose of helping the Candidate satisfy knowledge and skill requirements. (These individuals do not supervise or evaluate the Candidate.)

Suspension - The temporary inactivation of a credential for a specified period. If a suspension is imposed, the credential holder may not work in a position requiring a credential during the period of the suspension.

Teacher Librarian Services Credential – A services credential authorizing the holder to maintain the operation of school and district libraries, instructing students in handling library materials, supervise classified personnel assigned to school library duties, and coordinator school library programs.

Visionary Leadership – The actions taken by the school leader to develop and articulate a vision of teaching and learning for the school consistent with the LEA's overall vision and goals, to develop a shared commitment to the vision among all members of the school community, and to implement the vision.

Waivers – There are two types of waivers: Short Term and Variable Term. Short term waivers may be approved at the local level to provide the employing agency with one semester or less to address unanticipated, immediate, short-term organizational needs by assigning only individuals who hold basic teaching credentials to teach outside their credentialed authorizations, with the consent of the teacher. They may be issued once to any individual teacher and only once for a given class. Variable term waivers are reviewed by Commission staff and acted upon by the Commission at a regularly scheduled meeting. They provide the employing agency up to one year for a specific period of time set by the Commission to: 1) allow individuals additional time to complete a credential requirement, 2) facilitate assignment in school programs addressing issues of educational reform, 3) allow geographically isolated regions with severely limited ability to develop personnel time to hire and develop personnel, or 4) obtain waivers for situations when all other hiring efforts have been exhausted.

*Excerpted from the CTC Glossary with relevant terminology for this Handbook.

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