

2026-27

TEACHER INDUCTION PROGRAM

SAN BENITO COUNTY OFFICE OF EDUCATION

Revised 2.4.25

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SBCOE Non-Discrimination Policy
In accordance with the San Benito County Office of Education's non-discrimination policy, the San Benito County Office of Education Teacher Induction Program does not discriminate against nor harass any candidates on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation. Candidates are assured of equal access to all aspects of the induction program, including admission, retention and graduation, and are free from harassment in accordance with law.

For more specific details please visit the San Benito County Office of Education Human Resources Department web page at https://sbcoek12caus.finalsite.com/fs/admin/site/pages/468.

INTRODUCTION

The San Benito County Office of Education Teacher Induction Program represents a culmination of the university/college teacher preparation program and is the pathway to a California Clear Credential. It provides meaningful opportunities for the Participating Teacher to apply the basic principles, theories, methods and techniques learned in preservice coursework. Participating Teachers demonstrate and apply what they have learned into effective use of classroom teaching strategies that are reflective of 21st Century Learning.

Program History & Organization

Originally, the vision of the Beginning Teacher Support and Assessment Program (BTSA) was to develop a coherent system of support for new teachers through a comprehensive formative assessment program. The BTSA Program was authorized in 1992 by SB 1422. The goals of the program were to improve teacher candidate performance, identify and build upon effective teaching strategies for students from diverse backgrounds and retain effective and highly qualified teachers.

A pivotal year for BTSA came in 1996-1997 with the adoption of AB 1266 which established a Statewide Induction System and the California Standards for the Teaching Profession (CSTP). In 1998, based on a review panel's final recommendations, SB 2042 was adopted. The new bill outlined multiple routes for obtaining teaching credentials and highlighted a new two-level teacher credentialing system. The foundation for this new credentialing system at every level, has been the vision for effective teachers supported by a trained mentor, and guided by the California Standards for the Teaching Profession (CSTP).

In 2008, California streamlined the induction process by adopting Induction Standards and a corresponding formative assessment system for California teachers. Additionally, induction programs were brought into the fold of the state accreditation system that coincides with the California Commission on Teacher Credentialing (CCTC) university/college accreditation system.

Induction Standards are designed to build upon participants' pre-service educational foundations. Through the development and completion of the Individualized Induction Plan (ILP), participating teachers complete activities that are streamlined and modified to meet the individual needs of new teachers. Activities include the language and reflection around CA State Standards, learning and practice using research-based strategies for all learners, participation in professional learning opportunities and the inclusion of the district's Local Control Accountability Plan (LCAP) goals and priorities within the new teacher's inquiry process.



Coaching: As a Participating Teacher you will be matched with an Induction Coach who will help guide you through the 2-year program and provide mentorship and support as you gain teaching experience.



Professional Development & Collaboration: You will have the opportunity to participate in a wide variety of professional development based on your needs and interests and time to collaborate with educators in other schools and districts.



Individualized Learning: You and your Induction Coach will work together to develop an Individual Learning Plan (ILP) to identify areas of strength and areas of growth. The ILP will be used to plan professional learning opportunities and activities to help you grow professionally.



Teachers holding a California Preliminary Teaching Credential with less than two years of teaching experience are eligible to enroll in the San Benito County Office of Education Teacher Induction Program. The program is a 2-year, job embedded program that begins in the first year of teaching. Teachers with at least 3 years of successful teaching experience may choose to participate in the Early Completion Option (ECO), which is completed in one year.

PARTICIPATING TEACHERS

What will the Participating Teacher Experience?

A Participating Teacher (PT) enrolls in the San Benito County Office of Education Teacher Induction Program through their employing district. Within 30 days of enrollment in the Program, the PT will be matched with an Induction Coach (IC) who will guide the PT through the Teacher Induction Program. Throughout the 2-year program, he or she will acquire and demonstrate the knowledge, skills and abilities of effective teaching as outlined in the California Standards for the Teaching Profession (CSTP). Program elements include:

Inquiry Process

Participating Teachers participate in focused inquiry around their current practice as a professional educator. They assess themselves on the demonstration and application of the California Standards for the Teaching Profession, state and district curriculum frameworks and instructional materials, and the Common Core State and performance standards. As part of the process, the PT is given the opportunity to analyze what works for his/her particular teaching/learning style with feedback from peers and colleagues and explore research on the subject. Reflection and action research allow the PT to collect evidence from his/her students and analyze and reflect on that evidence to determine how to best meet the needs of students.

Induction Program Standards

Each teacher will demonstrate and apply principles learned at the university/college and in the classroom focusing on:

- Pedagogy
- Universal Access-Equity for All Students
- Teaching English Learners
- Teaching Special Populations

Collaborative Networking & Sharing

Each PT develops a collaborative style in teaching and learning, which involves networking with colleagues and exploring and sharing a variety of effective teaching strategies.

Individual Learning Plan (ILP)

Every Participating Teacher will know the value of having a plan for his or her own personal professional growth in developing skills and expertise as a professional educator. This Individual Learning Plan (ILP) will be developed within the first 60 days of enrollment and will be documented and revised throughout the Participating Teacher's participation in the program. Each candidate's ILP will be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes. The teacher's growth over time will be documented on the California Continuum of Teaching Practice.

Early Completion Option

Teachers with a minimum of three years of teaching experience as the teacher of record may be eligible for the Early Completion Option (ECO), allowing them to compete the program in one year. Teachers must demonstrate excellence in teaching based on observations, evaluations and recommendations from supervising administrators and SBCOE Teacher Induction staff. The ECO application can be found on the SBCOE Induction webpage.



What are the Requirements of the Participating Teacher?

The SBCOE Teacher Induction Program ensures that the PT receives individualized support each year, based on prior experience and assessed need by:

- Attending the required Induction Orientation. The focus of the Orientation is to orient PT's to the program and familiarize teachers with the pathway to clear their credential(s) through Induction.
- Participating in Collaborative Meetings with a qualified and trained Induction Coach (IC) for a minimum of one hour each week.
- Developing an Individualized Learning Plan (ILP) that includes a SMART Goal and a plan for completing one inquiry cycle each semester.
- Completing Formal and Informal Observations between PT, IC, and colleagues. Peer observations offer opportunities to experience how teachers meet the needs of students with diverse abilities, behaviors, cultures and ethnicities.
- Demonstrating and Applying the Induction Standards, Common Core State Standards, and the California Standards for the Teaching Profession (CSTP).
- Participating in Professional Development that provides support for completion of induction curriculum related activities and the application of Induction Standards. PTs and their Induction Coaches may attend professional development together and experience collaboration and professional networking opportunities as a team. In the supportive environment, they have opportunities for sharing best practices with colleagues from other districts.

What are the benefits for the Participating Teachers?

- Professional growth based on district goals and priorities targeting self-identified areas of need with a highly qualified Induction Coach
- Release time to observe classrooms, and be observed, by their highly qualified Induction Coach
- Opportunity to collaborate and learn about effective teaching strategies with other professionals
- Opportunity to experience working with diverse learners
- Recommendation to the CCTC for the California Clear Credential once all requirements of the Induction Program have been completed
- Optional continuing education semester units through University of the Pacific

How are Participating Teachers matched to Induction Coaches?

Every effort is made to provide PTs with an Induction Coach matched to his/her grade level or content area within their district. If a grade level or content area match in the district is not available, the District Program Advisor will work with the SBCOE Induction Coordinator to find an Induction Coach match from another district or in a different grade level or content area within the district, based on the particular needs of the PT.

What should a Participating Teacher do if they are not receiving the support they need?

Participating Teachers should contact their Program Advisor with any concerns about the support they are receiving. Before a change in Induction Coach is made, the following steps will be taken:

1. The PT discusses concerns with the Program Advisor. *Note: This may also be initiated by the Induction Coach.*
2. The Program Advisor meets with the Induction Coach to discuss concerns and develop a plan of action.
3. The Program Advisor meets with the PT and Induction Coach within one month to ensure the concerns have been addressed. If the issues have been resolved, the Induction Coach and PT will continue working together.
4. If the Induction Coach is not an adequate fit for the PT or the concerns cannot be resolved, the Program Advisor will initiate a change in Induction Coach.





An Induction Coach is a teacher with a California Clear Credential who works and communicates effectively with colleagues and demonstrates effective coaching and interpersonal skills. Induction Coaches must have a minimum of three years of effective teaching experience. While exemplifying the knowledge, skills and abilities of excellent teaching, as defined in the California Standards for the Teaching Profession, he or she engages in reflective practice to continuously improve as a professional educator. He or she implements the CA State Standards by using a wide range of teaching strategies to meet the needs of our culturally and linguistically diverse student population.

INDUCTION COACHES

What are the requirements of the Induction Coach?

The SBCOE Teacher Induction Program ensures that each PT has the support of a well-qualified IC who will:

- Build a positive relationships with the PT they support.
- Meet individually with the PT a minimum of one hour each week to provide continuous support and collaborate on Induction activities.
- Observe the PT in the classroom and provide constructive feedback to the PT.
- Attend scheduled professional development and follow the program guidelines.
- Work collaboratively with colleagues and Induction Program staff.
- Assist PTs with acquisition of materials and resources, learning site procedures and routines, and meeting site staff members.
- Facilitate and promote the use of district provided release time for PT observation.
- Document work by submitting collaboration logs each month to the Program Advisor.

What are the benefits for the Induction Coach?

- Opportunity to build capacity for teacher excellence within the district
- Professional development in classroom instruction, mentoring, coaching, and teacher leadership
- Continuing education units over two years; units can be purchased for an additional fee paid directly to the university

What is the role of the Induction Coach?

The Induction Coach meets weekly with the PT to observe, collaborate and provide support during the two years of the Induction Program. An important element of a new teacher's success is having an engaging Induction experience through the supportive and positive relationship with the Induction Coach. Effective support occurs during collaborative learning opportunities of observation, inquiry and the development of action plans focused on improving instructional practice and student learning.



SITE ADMINISTRATORS

Research has demonstrated that Site Administrators have a tremendous impact on the success of beginning teachers. District Program Advisors and the Induction leadership team work with Site Administrators on the importance of their role in supporting PTs' success. The Standards of Quality and Effectiveness for Professional Teacher Induction Programs require that site administrators:

- Attend the Induction Site Administrator training
- Enable new teachers to spend time with their Induction coach
- Allow opportunities for observations
- Protect new teachers from additional duties, committee and adjunct responsibilities
- Respect confidentiality between the Induction Coach and Participating Teacher



Licensure vs. Employment
Completion of the SBCOE Teacher Induction Program and a recommendation for the California Clear Credential does not imply or ensure continued employment.

Are Participants required to share their Induction work with their Site Administrator?
As PTs work with their site administrator to set annual goals and to demonstrate professional growth required of all teachers, PTs may choose to share Induction assignments and other evidence collected during the Induction process to successfully document meeting employment evaluation goals. However, district or site administrator performance evaluations will not be considered in lieu of program completion requirements. The ILP developed by each PT must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

UNIVERSITY CREDIT & PROFESSIONAL GROWTH UNITS

University credit is offered for all participants in the Induction program. Participating Teachers and Induction Coaches in the SBCOE Teacher Induction Program may purchase units from a university for their participation in formative assessment. In order to receive these units, participants must complete all program requirements, including events and seminars, as evidenced by completing required documents, collaborative logs and IIPs. More information about Professional Growth Units can be found at https://teacherfriendly.com/san-benito-county-office-of-education-sbcoe/.

ROLES & RESPONSIBILITIES

SBCOE Induction Program Director



Jennifer Logue
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831-637-5393 x134

SBCOE Teacher Induction Program Director ensures fidelity to the program standards and requirements by engaging all stakeholders in the process of high-quality program implementation. The Director provides and coordinates services and support to guide Participating Teachers in meeting California Clear Credential requirements to obtain appropriate licensure by the State.

- Develops, implements, monitors, and evaluates a high quality and effective State-approved Teacher Induction Program
- Establishes and maintains a comprehensive database for Induction participants
- Prepares and submits reports to the Commission on Teacher Credentialing and California Department of Education
- Completes Accreditation reports as required by CDE, CTC, SBCOE, etc.
- Participates in State-sponsored activities and program evaluations
- Meets with Advisory Board to receive input on the program
- Acts as a liaison between state agencies and participating districts
- Develops relationships with local institutions of high education to ensure a smoother transition from Teacher Candidate to Participating Teacher in the SBCOE Teacher Induction Program



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SBCOE Induction Coordinator

The SBCOE Teacher Induction Program Coordinator oversees the day-to-day operations of the Teacher Induction Program by providing and coordinating services and support to guide Participating Teachers in meeting California Clear Credential requirements to obtain appropriate licensure by the State.

- Serves as the liaison between SBCOE and participating districts to ensure the Teacher Induction Program meets all requirements
- Communicates relevant information to Program Advisors
- Meets with site administrators of participating districts to review responsibilities
- Ensures Participating Teachers have met program eligibility
- Coordinates and provides training to Program Advisors
- Builds program curriculum for online platform and Induction Coach training
- Verifies work completion and provides feedback for Participating Teachers related to submitted Induction work
- Provides verification of program completion to Participating Teachers for credentialing purposes
- Advises Deputy Superintendent regarding Induction Program policy decisions based on program needs and information disseminated from CDE, CTC, districts and other stakeholders about Induction

SBCOE HR Credentials Analyst

SBCOE HR Credentials Analyst ensures all credentialing requirements are met throughout the Induction process.

- Validates eligibility of incoming candidates to ensure they have an valid and current CA Preliminary Credential
- Upon verification from the Program Director, submits appropriate CA Clear Credentialing documentation to CTC for candidates once they have completed the Induction Program
- Serves as a liaison between candidates and CTC for all information related to credentialing



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ROLES & RESPONSIBILITIES

District Program Advisor

The District Program Advisor (DPA) is directly responsible for Participating Teachers and Induction Coaches within their District. The DPA works closely with the SBCOE Teacher Induction Coordinator to provide and coordinate program requirements for Participating Teachers and Induction Coaches and verify that Participating Teachers have met all requirements necessary to obtain a California Clear Teaching Credential.

- Ensures dedicated time to coordinate the program(s) at the district level
- Has deep knowledge and understanding of the state-adopted academic content standards and performance levels
- Assists and supports Participating Teachers through observation and collaboration, as needed
- Meets with Site Administrators to discuss assignments of Participating Teachers and ways to prevent challenging placements and duties for participants
- Assists Site Administrators to help with the selection of qualified Induction Coaches for all Participating Teachers in a timely manner
- Helps site administrators to provide dedicated time for the Participating Teacher(s) and Induction Coach(es) to work together on a weekly basis
- Ensures that all Induction Coaches understand their responsibilities and the events of the SBCOE Teacher Induction Program
- Provides a system of ongoing formalized support for the Induction Coaches
- Follows up on communications from the SBCOE Teacher Induction Program in a timely manner
- Attends professional development/training
- Verifies work completion through Mid-Year and End-Of-Year reviews and communicates completion with SBCOE Induction Coordinator
- Participates in program evaluation and follow up on all PTs in the completion of their own program evaluation of the Mid-Year and End-of-Year surveys
- Understands that support is critical to the success of the Induction Program and that Induction activities and evidence may not be used for evaluation related to employment

Induction Coach

The Induction Coach provides support to the PT and serves as a role model for the teaching profession.

- Builds positive relationships with the PT they support
- Meets with the PT individually for an hour each week to provide continuous support and collaborate on Induction activities
- Observes the PT in the classroom and provides constructive feedback to the PT
- Works collaboratively with colleagues and Induction Program staff
- Attends scheduled professional development/trainings and follows the Induction program guidelines
- Assists PTs with the acquisition of materials and resources, learning site procedures and routines, and meeting site staff members
- Facilitates and promotes the use of district provided release time for observation, at least twice a year
- Documents work through Collaborative Logs



ROLES & RESPONSIBILITIES



District Site Administrator

The District Site Administration works with the District Program Advisor and SBCOE staff to support Participating Teachers' success.

- Attends Induction Site Administrator meeting
- Conducts site orientations for new teachers
- Ensures the District Program Advisor has the dedicated time to support new teachers
- Works with SBCOE staff and district Teacher Induction Program participants to engage in ongoing professional development
- Engage in constant discussions with the District Program Advisor to ensure there is a connection between the district's goals and priorities and the SBCOE Teacher Induction Program
- Identify high quality Induction Coaches to support Participating Teachers
- Supports the role of the Induction Coach
- Makes every effort to place Participating Teachers in assignments appropriate to their novice status
- Participates in the SBOCE Teacher Induction Program evaluation and CTC Accreditation system

Induction Facilitators

In accordance with the SBCOE Teacher Induction Program Standard Guidelines, Facilitators offer Induction participants outstanding opportunities to grow in their knowledge and skill of training.

- Knows state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks and instructional materials, the California Standards for the Teaching Profession (CSTP), and the California Induction Standards
- Knows the phases of teacher development and the research base that informs Induction content and practices
- Knows and applies adult learning theory when planning for and professional development/trainings
- Adheres to SBCOE Teacher Induction Program professional development/training guidelines and program content
- Knows group processes and high-quality professional development elements
- Knows and addresses the issues and impact regarding culture, ethnicity, and diversity
- Works collaboratively with others to create a collegial learning community
- Possesses and uses effective interpersonal communication skills
- Demonstrates an ongoing commitment to personal professional growth and learning
- Maintains regular and frequent contact with SBCOE Teacher Induction Program leadership by responding to emails and phone calls in a timely manner throughout the year

SBCOE TEACHER INDUCTION PATHWAY

New teacher contacts the District Program Advisor or Credential Analyst to submit teacher credential with the SBCOE Induction Registration Form to SBCOE Teacher Induction Program.

SBCOE Teacher Induction Program verifies new teacher's eligibility for the SBCOE Teacher Induction Program.

During Orientation Meeting, the eligible new teacher submits SBCOE Teacher Induction Program Participating Teacher Agreement to join San Benito County Office of Education Teacher Induction Program.

Participating Teacher works with an Induction Coach (IC) to complete all program requirements, develop their ILP, and attend induction professional development. All work is collected in Canvas as part of the Induction ePortfolio.

Each December and May, all Participating Teachers complete Mid-Year and End-of-Year Surveys.

Program Advisor completes a final review of the Induction ePortfolio and submits names of PTs who have successfully completed the Induction Program to SBCOE Induction Coordinator.

At the end of each year, all Participating Teachers present their learning at the SBCOE Teacher Induction Colloquium.

Participant receives Induction Program Completion Letter and Induction Certificate and next steps to apply for California Clear Credential.

Participating Teacher works with SBCOE HR Credentials Coordinator to submit final paperwork to CTC.

TEACHER INDUCTION PROGRAM COMPLETION REQUIREMENTS

Year 1 Requirements

- Enroll in the program
- Complete Individual Learning Plan, including the fall and spring Inquiry
- Upload monthly coaching logs documenting one hour a week of work with IC
- Attend and complete professional development reflection
- Submit all required 1st and 2nd Semester Induction evidence and documents in Canvas and receive a "MET" on the SBCOE Teacher Induction Feedback Rubric
- Take and submit the Mid-Year Induction Survey and the End-of-Year Induction Survey
- Participate in the Induction Colloquium in the spring

Year 2 Requirements

- Re-enroll in the program
- Complete Individual Learning Plan, including the fall and spring Inquiry
- Upload monthly coaching logs documenting one hour a week of work with IC
- Attend and complete professional development reflection
- Submit all required 1st and 2nd Semester Induction evidence and documents in Canvas and receive a "MET" on the SBCOE Teacher Induction Feedback Rubric
- Take and submit the Mid-Year Induction Survey and the End-of-Year Induction Survey
- Participate in the Induction Colloquium in the spring

***Note: It is the PT's responsibility to obtain all other items required for their California Clear Credential by the California Commission on Teacher Credentialing before SBCOE will submit documents.**

Early Completion Option Requirements (must meet ECO criteria)

- Enroll in the program and apply for ECO status
- Complete Individual Learning Plan, including the fall and spring Inquiry
- Upload monthly coaching logs documenting one hour a week of work with IC
- Attend and complete professional development reflection
- Submit all required 1st and 2nd Semester Induction evidence and documents in Canvas and receive a "MET" on the SBCOE Teacher Induction Feedback Rubric
- Take and submit the Mid-Year Induction Survey and the End-of-Year Induction Survey
- Participate in the Induction Colloquium in the spring

***Note: It is the PT's responsibility to obtain all other items required for their California Clear Credential by the California Commission on Teacher Credentialing before SBCOE will submit documents.**

SBCOE Teacher Induction Early Completion Option



What is the Early Completion Option?
The SBCOE Teacher Induction Program provides the Early Completion Option (ECO) to all qualifying program participants in accordance with Senate Bill 57 (Scott). The Early Completion Option (ECO) allows eligible experienced and exceptional teachers to compete the program in one year rather than the usual two years. Although shorter in length, the ECO is equally as rigorous as the full-length program. Upon successful completion of the induction requirements, Participating Teachers are recommended to the California Commission on Teacher Credentialing for a Clear Credential.

Who is Eligible?
To be able to participate as an ECO, candidates must

- hold an SB 2042 California Multiple Subject, Single Subject or Education Specialist Preliminary Credential or equivalent granted from the state of California
- have a minimum of three years teaching experience as a full-time **Teacher of Record**. Substitutes are not considered Teachers of Record, but intern, out-of-state and private school experience may qualify.
- meet SBCOE's Teacher Induction Program "experienced and exceptional" criteria through the application process.

What is the "experienced and exceptional" criteria?
"Experienced and exceptional" teachers are classroom teachers with a minimum 3 years of experience as a full-time Teacher of Record who are progressing towards mastery in at least 3 of the 6 California Standards for the Teaching Profession (CSTPs). To be eligible, ECO candidates must have completed all required assessments and other criteria required by the California Commission of Teacher Credentialing to receive a CA Clear Credential outside of completing an Induction Program. Through the application process, ECO applicants demonstrate mastery of the CSTPs through the following means:

- **Teacher performance summary evaluations** that demonstrate evidence of exceptional teaching practice during prior professional experience as related to the CSTPs.
- **Letters of recommendation** from the Principal and one other administrator who has witnessed the candidate's teaching expertise and professional and ethical conduct within the teaching profession.
- **Site Administrator Observation Form** completed by the candidate's current school Principal that addresses the 3 CSTPs in which the candidate feels they are experienced and exceptional.
- **15-20 Minute Video** of the candidate teaching a class during the current year that demonstrates the teacher's experience and exceptionality.
- **Written Rationale** describing how the candidate meets the criteria for the Early Completion Option. The rationale must reflect exemplary practices, attitudes, professionalism and commitment to the teaching profession.

How do I apply?
Induction candidates complete the SBCOE Teacher Induction Early Completion Option Application found on the SBCOE Induction webpage and submit all required documents as outlined on the application to SBCOE by December 1. Applications are then reviewed by SBCOE Teacher Induction staff to determine whether the information provided demonstrates that the candidate is progressing towards mastery in three of the six CSTPs. Candidates are notified about their ECO status in mid-January.

SBCOE Teacher Induction Colloquium

What is the Colloquium?
SBCOE's Teacher Induction Colloquium is the culminating event for Participating Teachers and their Induction Coaches, providing an opportunity for Participating Teachers to share what they have learned, gather new ideas and celebrate the completion of the Induction Program for year 2 and ECO Candidates. Presentation at the Colloquium is required for all candidates. It also serves as the official graduation from the Induction program for Year 2 and ECO Candidates after which, they will be recommended for their Clear Credential. Administrators and board members are often guests and refreshments are served.

When and Where?
The Colloquium takes place in May. You will be notified of the exact date and time at the orientation meeting. Prompt attendance is expected, and both the PT and IC are required to stay for the duration of the event.

How do I prepare?
Each Participating Teacher will prepare a trifold or PowerPoint/Google Slides-type presentation in which they share the results of this year's Fall or Spring Inquiry and key insights they discovered. Presentations can be creative, but must include the following elements:

- Brief description of your class
- ILP Goal(s)
- Focus CSTP
- Inquiry question
- Pre-assessment data/evidence
- Actions you completed as part of your inquiry
- Post-assessment data/evidence
- 2-3 insights you gained

What if I can't make it to the Colloquium?
Notify your Program Advisor right away so that you can make other arrangements. This change must be pre-approved by your Program Advisor and the SBCOE Coordinator of Instructional Support.

How do I get my Clear Credential?
All requirements for the Induction program must be completed and candidates must receive "MET" on the End-of-Year Feedback Form. Once the Program Advisor has reviewed and confirmed all requirements have been met and that the Colloquium presentation has been made, the PT will receive a certificate of completion from SBCOE, which SBCOE will submit to CTC. Each PT will receive an email from CTC with next steps for receiving their CA Clear Credential. Please note that all multiple subject candidates must show proof of passing the RICA before SBCOE can submit documentation to CTC.



COMMONLY USED ACRONYMS USED IN INDUCTION

CAA	California Alternate Assessment
CAASPP	California Assessment of Student Performance and Progress
CAST	California Science Test
CCSS	Common Core State Standards
CDE	California Department of Education
CTC	California Commission on Teacher Credentialing
COA	Committee on Accreditation
CSTP	California Standards for the Teaching Profession
CTP	Continuum of Teaching Practice
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELOP	Expanded Learning Opportunity Program
ELPAC	English Language Proficiency Assessments for California
IC	Induction Coach
IEP	Individual Education Plan
ILP	Individualized Learning Plan
IPS	Induction Program Standards
LCAP	Local Control Accountability Plan
LEA	Local Education Agency
MTSS	Multi-Tiered System of Support
NGSS	Next Generation Science Standards
PA	Program Advisor
PBIS	Positive Behavior Supports and Interventions
PT	Participating Teacher
SST	Student Study Team
SBCOE	San Benito County Office of Education
SPED	Special Education



SBCOE Teacher Induction Participating Teacher Agreement

Print Name: _____
First Middle Last (Include Maiden/Previous)

School: _____ District: _____

Personal Address: _____
Street City State Zip Code

Personal E-mail: _____ Contract Start Date: ____/____/____

Work E-mail: _____

I have NOT passed (check all that apply): ___ CSET ___ RICA

___ I passed all required assessments

Requirements for the Participating Teacher:

- Attend Induction Program Orientation to learn about all program requirements.
- Develop an Individual Learning Plan (ILP) and schedule regular meetings to collaborate with your assigned Induction Coach. Assist in the collection of evidence of interactions via collaborative logs that are submitted to the District Program Advisor by the last Friday of each month.
- Participate in the program evaluation process.
- Communicate questions or concerns about the SBCOE Teacher Induction Program with the Induction Program staff in a timely and professional manner.
- Submit evidence of completed Induction Standards by assigned deadlines to the Induction Program staff during the two-year Induction Program.
- Participate in the SBCOE Teacher Induction Program for the calendar school year.
- Attend all required professional development and maintain professionalism during all induction related events.

Support from the District and County Induction Programs:

- Review the SBCOE Teacher Induction Program Handbook with each Participating Teacher.
- Match each Participating Teacher with a qualified Induction Coach.
- Provide differentiated assistance from Induction staff and Induction Coaches.
- Provide opportunities for networking and release time for the Induction Coach to observe the PT and visit other classrooms.
- Guide PTs through the Induction Program to support teachers to advance toward the California Clear Credential.

Participating Teacher Acknowledgements: (Please read the following statements and initial each agreement.)

- Failure to fulfill any of the above Induction Program requirements could result in the PT not receiving a recommendation for the California Clear Credential. _____
- To ensure continuous improvement, the PT agrees to participating in the program's evaluation and CCTC Accreditation System, as needed. _____
- Completion of the Induction Program requirements for the California Clear Teaching Credential does not imply or ensure continued employment by the said district. _____
- It is the PT's responsibility to submit all required evidence for the program completion, including formative assessment evidence. _____
- The PT will submit an ePortfolio each year to their district's Induction Program Advisor by the due dates established by SBCOE. _____
- If the PT is absent for more than 4 weeks in a semester, they may not be given credit for the semester. A meeting will be convened to determine future eligibility requirements. _____
- The PT may request an extension for the following reasons: health issues (provide a medical note), family leave, maternity/paternity leave, or other issues that must be pre-approved by the SBCOE Coordinator of Instructional Support. _____
- The PT is responsible for contacting their District Program Advisor if they have any concerns about the support they are receiving from their Induction Coach. _____
- The PT will complete the Induction Program within two weeks of the end of the district's calendar school year (see #10). _____
- All PTs must complete all current year program requirements prior to the start of the next school year. _____

I understand the Roles and Responsibilities of the Participation Teacher in the San Benito County Office of Education Teacher Induction Program. I understand that requirements must be met within 2 years of the agreement signing date or the issuance of recommendation for a California Clear Credential by the SBCOE Teacher Credentialing Induction Program will be delayed. If further support is needed to complete the Induction requirements after the final due date, fees may be assessed at the discretions of the PT's district.

PT's Name (please print) _____

PT's Signature _____ Date _____