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Welcome

Dear Prospective Applicant:

Thank you for your interest in the UCLA Extension Teacher Induction-California Clear Credential Program for Multiple Subject, Single Subject, and Education Specialist teachers. UCLA Extension’s teacher credential programs provide strong, research-based, application-focused preparation that fosters teacher effectiveness, advocacy, and inclusiveness. Our program mission is grounded in the belief that all teachers and their students should have equal access to opportunities and resources to reach their highest potential.

This program is designed to support the induction of participating teachers as responsible members of the teaching profession and leads to recommendation for a California Clear Credential, ultimately increasing retention of new teachers in the profession. Over two academic years, candidates engage in an individualized, job-embedded system of mentoring, support, and professional learning, which becomes a vehicle for the growth and self-reflection required of successful teachers in our state’s increasingly diverse classrooms. UCLA Extension’s program is fully aligned with the new standards for teacher induction programs that were released by the California Commission on Teacher Credentialing in 2016.

The Teacher Induction-California Clear Credential Program provides a flexible and convenient route of teacher credentialing. Benefits that are unique to the UCLA Extension program include:

- Affordable tuition
- Academic credit
- Fully online class format
- Highly qualified and experienced instructors and mentor teachers
- Weekly mentor support
- A cohort model that fosters a professional learning community for support and collaboration with peers
- Rigorous, research-based curriculum focused on classroom application
- The outstanding, internationally-recognized reputation of UCLA and UCLA Extension

We look forward to the opportunity of serving you in your professional development.

Sincerely,

UCLA Extension Credentials Team
Important Dates

<table>
<thead>
<tr>
<th>Quarter:</th>
<th>Application Deadlines:</th>
<th>Quarter Schedules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>August 1, 2076*</td>
<td>August – January</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>November 30, 2017*</td>
<td>January – June</td>
</tr>
</tbody>
</table>

*Applications must be submitted by the above deadlines; no extensions will be granted.

Note: The review process takes one to two weeks depending on time of submission. Space is not guaranteed; early submission is advised. Incomplete applications will not be considered until complete.

Program Costs

**Application Fee:**
A non-refundable application fee of **$100** is required upon submission of your application. You will be prompted to pay when attempting to submit your application. Check payments are no longer accepted.

**Program Tuition:**
Tuition is paid via à la carte course fees. The total tuition is $11,000.

Please note that the tuition is paid across the four Teacher Induction courses. Please see the sample course schedule for payment deadlines.

**NOTE:** The above fees are based on regular course fees. Fees subject to change at any time.

**Additional fees as needed (non-refundable):**
- **$100** – Candidates needing verification of completion of an equivalent CTC-approved preliminary credential program (sometimes required for Teachers trained outside of California)
- **$25** – Candidates requesting any type of program verification letter aside from the above (enrollment, course completion, estimated completion date, etc.)
- **$113** – purchase of Tk20 credential system (required – payment instructions TBA)
- Candidates who received their CA teaching credential based on out-of-state training may require additional coursework if noted in the renewal requirements per the CTC

**Financial Assistance for Displaced or Disadvantaged Workers**
This program is ineligible for financial aid; however, displaced or disadvantaged workers may be eligible for financial assistance through the Workforce Investment Act and California’s Workforce Development system when enrolling in approved Extension Certificate Programs. For students who qualify, the funds may be applied toward the cost of the Induction Clear Credential Program. For detailed information, go to [uclaextension.edu/pages/str/wib-training.jsp](http://uclaextension.edu/pages/str/wib-training.jsp).

Please visit [www.uclaextension.edu/financialaid](http://www.uclaextension.edu/financialaid) for information on other financial assistance options (Extension Grant, Veteran's benefits, private loans, AmeriCorps, etc.) or call 310-825-4246.
Financial Responsibility

This program is ineligible for federal financial aid. It is the sole responsibility of the candidate to pay for the courses by the enrollment deadlines as stated on the individual course grid. Course start dates vary and enrollment deadlines vary according to the course start date. Candidates must enroll in courses by the Friday before the course starts. Dates are provided upon acceptance to the program. Please plan accordingly.

Discounted Tuition for Teachers from Approved School Partners

Admitted teacher induction candidates whose school, school district, or charter organization employer has been approved by UCLA Extension to be a discount-eligible teacher induction partner may qualify for a reduced tuition rate. Discounted rates are based on several factors, including: (a) the number of teacher induction candidates from any one employer that enroll in a given academic year; (b) whether responsibility for the induction mentor teacher selection and compensation is assigned to UCLA Extension or to the employer; and (c) agreement by the employer to abide by all terms and conditions in a teacher induction partner memorandum of understanding.

To find out if your employer is a discount-eligible teacher induction partner, please contact our office at credentials@uclaextension.edu.

Someone from your school employer’s human resources/personnel office can contact us at credentials@uclaextension.edu to get information about becoming a discount-eligible teacher induction partner.

BTSA Candidates

Candidates who have completed their first year of BTSA may submit documentation for a review of course equivalencies. Documentation should include evidence of completion of inquiry activities, other instructional activities, or individual learning plans that address any of the CSTPs or related topics. Documentation must also be signed off and dated by the BTSA coordinator or administrator. Please also include topics and activities that were not yet completed in year two. If courses have been met via year one BTSA, tuition will be based on how many courses are still required to complete.

Early Completion Option

Candidates who have two or more years of successful teaching performance at a United States public school may qualify for the early completion option. Candidates with teaching experience at a private school or at a school outside of the United States may submit documentation for the ECO option for review.

Dual Credential Candidates

Candidates who hold both a Preliminary Multiple Subject, Single Subject, and/or Education Specialist Teaching Credential will have both credentials cleared at the end of the program. A teacher would need to address both subjects either simultaneously per inquiry or address them individually in subsequent inquiries.
**EDUC 739 Teacher Induction Orientation (0 units)**
The orientation provides Participating Teachers admitted to the Teacher Induction-California Clear Credential Program with an overview of the entire program, including its scope, goals, expectations, requirements, standards, competencies, procedures for finding an on-site Mentor Teacher, and the program's formative assessment system--The Plan, Teach, Reflect, Apply process--which is the focal point of the Participating Teachers' inquiry work.

**EDUC X 439.1 – Teacher Induction A: Effective Learning Environments**
The essential question for this course is: **Who are my students and how do I create an effective environment for learning for all students?**

This course is designed to support induction candidates in accomplishing several objectives in the context of (a) their own individual learning plan and the California Standards for the Teaching Profession (CSTP), (b) the support they receive from an induction mentor, and (c) the course’s essential question regarding knowing your students and creating effective learning environments for all students:

a) In consultation with the assigned mentor, develop an individual learning plan (ILP) that identifies CSTP-related areas of need for professional growth and includes one or more goals that are connected to the course’s essential question.
b) In consultation with the assigned mentor, develop an inquiry question and classroom-based action plan to examine an area of need identified in the ILP that focuses on improving an aspect of teaching practice that has an impact on student learning. The inquiry question should have a connection to the course’s essential question, and the action plan should allow for collection of evidence to assess effectiveness with students as well as evidence of teacher growth.
c) In consultation with the assigned mentor, select and use relevant pathway-to-learning modules provided in this course, as well as other recommended resources, to build deeper understanding in the area of need that is the subject of the inquiry question and action plan.
d) Use a plan-teach-reflect-apply approach to implement the action plan for the inquiry question. This approach includes collecting and analyzing sources of evidence for analysis and reflection that may include classroom video and artifacts of student learning, and includes mentor coaching with respect to identified areas for improvement of teaching practices. The implementation of the action plan culminates in reflection on how new knowledge and insights will be applied to ongoing practices to create an effective environment for learning for all students, as well as initial ideas for a capstone project that will be completed in the final course of the program.

**EDUC X 439.2 – Teacher Induction B: Differentiating Instruction**
The essential question for this course is: **How do I differentiate instruction for the learners present in my classroom?**

This course is designed to support induction candidates in accomplishing several objectives in the context of (a) their own individual learning plan and the California Standards for the Teaching Profession (CSTP), (b) the support they receive from an induction mentor, and (c) the course’s essential question regarding knowing your students and creating effective learning environments for all students:

a) In consultation with the assigned mentor, develop an individual learning plan (ILP) that identifies CSTP-related areas of need for professional growth and includes one or more goals that are connected to the course’s essential question.
b) In consultation with the assigned mentor, develop an inquiry question and classroom-based action plan to examine an area of need identified in the ILP that focuses on improving an aspect of teaching practice that has an impact on student learning. The inquiry question should have a connection to the course’s essential question, and the action plan should allow for collection of evidence to assess effectiveness with students as well as evidence of teacher growth.
c) In consultation with the assigned mentor, select and use relevant pathway-to-learning modules provided in this course, as well as other recommended resources, to build deeper understanding in the area of need that is the subject of the inquiry question and action plan.

d) Use a plan-teach-reflect-apply approach to implement the action plan for the inquiry question. This approach includes collecting and analyzing sources of evidence for analysis and reflection that may include classroom video and artifacts of student learning, and includes mentor coaching with respect to identified areas for improvement of teaching practices. The implementation of the action plan culminates in reflection on how new knowledge and insights will be applied to ongoing practices to differentiate instruction, as well as initial ideas for a capstone project that will be completed in the final course of the program.

EDUC X 439.3 – Teacher Induction C: Assessing Students
The essential question for this course is: How do I know that my students are making progress and how do I help them demonstrate their growth?

This course is designed to support induction candidates in accomplishing several objectives in the context of (a) their own individual learning plan and the California Standards for the Teaching Profession (CSTP), (b) the support they receive from an induction mentor, and (c) the course’s essential question regarding planning and assessing for student learning and growth:

a) In consultation with the assigned mentor, develop an individual learning plan (ILP) that identifies CSTP-related areas of need for professional growth and includes one or more goals that are connected to the course’s essential question.

b) In consultation with the assigned mentor, develop an inquiry question and classroom-based action plan to examine an area of need identified in the ILP that focuses on improving an aspect of teaching practice that has an impact on student learning. The inquiry question should have a connection to the course’s essential question, and the action plan should allow for collection of evidence to assess effectiveness with students as well as evidence of teacher growth.

c) In consultation with the assigned mentor, select and use relevant pathway-to-learning modules provided in this course, as well as other recommended resources, to build deeper understanding in the area of need that is the subject of the inquiry question and action plan.

d) Use a plan-teach-reflect-apply approach to implement the action plan for the inquiry question. This approach includes collecting and analyzing sources of evidence for analysis and reflection that may include classroom video and artifacts of student learning, and includes mentor coaching with respect to identified areas for improvement of teaching practices. The implementation of the action plan culminates in reflection on how new knowledge and insights will be applied to ongoing practices to effectively plan and assess for student learning and growth, as well as initial ideas for a capstone project that will be completed in the final course of the program.

EDUC X 439.4 – Teacher Induction D: Capstone
The essential question for this course is: How do I demonstrate my growth as a professional educator?

This capstone course serves as the culmination of candidates’ learning, observations, and field experiences after completing three other courses in the Teacher Induction Program. The course has two main components: a) collecting and reflecting on evidence of professional growth in the California Standards for the Teaching Profession; evidence is housed in an e-portfolio; and b) demonstrating development as a professional educator by designing and delivering a learning module to share knowledge within the teacher's professional learning community. For the professional learning module, candidates select a topic area about which they have gained some expertise in the program. With input from the instructor, a mentor teacher, and the site administrator, candidates create a learning experience that contributes to the knowledge base of their peers, parents of their students, or others in the community in which they teach.
# Sample Schedule

<table>
<thead>
<tr>
<th>Course #</th>
<th>Fall Course Schedule</th>
<th>Start Date</th>
<th>End Date</th>
<th>Quarter Units</th>
<th>Fee</th>
<th>Payment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 739</td>
<td>Teacher Induction Orientation</td>
<td>8/21/17</td>
<td>9/4/17</td>
<td>0</td>
<td>$100</td>
<td>8/21/17</td>
</tr>
<tr>
<td>EDUC X 439.1</td>
<td>Teacher Induction A: Effective Learning Environments</td>
<td>9/4/17</td>
<td>1/22/18</td>
<td>6</td>
<td>$2750</td>
<td>9/4/17</td>
</tr>
<tr>
<td>Course #</td>
<td>Spring Course Schedule (January – June)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X 439.2</td>
<td>Teacher Induction B: Differentiating Instruction</td>
<td>1/22/18</td>
<td>5/21/18</td>
<td>6</td>
<td>$2750</td>
<td>1/22/18</td>
</tr>
<tr>
<td>Course #</td>
<td>Fall Course Schedule (August – January)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X 439.3</td>
<td>Teacher Induction C: Assessing Students</td>
<td>9/3/18</td>
<td>1/21/19</td>
<td>6</td>
<td>$2750</td>
<td>9/3/18</td>
</tr>
<tr>
<td>Course #</td>
<td>Spring Course Schedule (January – June)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X 439.4</td>
<td>Teacher Induction D: Capstone</td>
<td>1/21/19</td>
<td>5/20/19</td>
<td>6</td>
<td>$2750</td>
<td>1/21/19</td>
</tr>
</tbody>
</table>

Please note that the dates and prices are subject to change.
Application Checklist

All candidates must submit the following:

1. **Non-refundable $100 application fee** – payable at the end of the online application. Check payments are no longer accepted

2. **UCLA Extension Teacher Induction-California Clear Credential Application (submitted online)**

3. **Official transcripts** from the preliminary credential program verifying a 3.0 or higher GPA (BA and other transcripts not required). If transcript is from an institution outside of the United States, a Foreign Transcript Evaluation must also be submitted. Photocopies of official transcripts are accepted if legible. Unofficial computer printouts are not accepted. Transcripts do not need to be sealed. The GPA requirement is considered on an individual basis and will not necessarily disqualify candidates from the program

4. **Copy of Preliminary Multiple or Single Subject Teaching Credential.** You may find and print your credential using this link: [www.ctc.ca.gov](http://www.ctc.ca.gov). Click the Search for an Educator button. Be sure to print and submit the detailed information page showing authorizations and renewal codes

5. **Employment Verification Form** (included in this packet)

6. **Site Administrator Roles and Responsibilities** (included in this packet)

7. **Candidate Roles and Responsibilities** (included in this packet)

8. **Resume**

9. **Three professional letters of recommendation** - three signed letters of recommendation on company letterhead. These do not need to be sealed and photocopies are accepted. Previous letters written for employment purposes are accepted but should not be more than two years old. Letters do not need to be specific to this program. **Letters must speak to the candidate’s teaching experience/performance.**

**To qualify for the Early Completion Option, you must submit the following with your application:**

1. A letter from your current Principal or Site Administrator recommending you for the Early Completion Option.

2. Two years of recent, successful, summative teaching performance evaluations (must be within the last three years). Evaluations must be from a public or private school in the United States.

**To qualify for the BTSA waiver option, you must submit the following with your application:**

1. Proof of completing year one of BTSA

   Linked below are some samples of what we are looking for.
   
   Sample LBUSD BTSA Documentation
   Sample LAUSD BTSA Documentation
   Sample Alhambra USD BTSA Documentation
Employment Verification Form

Instructions to employer: Complete sections III and IV and return to applicant

I – Applicant information

Applicant name: (last name, first name, middle name)

Name of employing school:

School district:

School address: (street address, city, state, zip)

School phone:

II – Schedule Information

<table>
<thead>
<tr>
<th>Day(s) (M,T,W,Th,F)</th>
<th>Period(s)</th>
<th>Start Time</th>
<th>End Time</th>
<th>Type of Classroom Assignment (see list on link below)</th>
<th>Subject(s) Area (English, math, etc.)</th>
<th>Grade Levels</th>
<th>No. of Students</th>
</tr>
</thead>
</table>

For more information on the Type of Classroom Assignments please go to: http://education.uclaextension.edu/types-of-classroom-assignments/
## III – Employment Verification
To be completed by authorized school administrator

School district: ______________________________ State: __________________

<table>
<thead>
<tr>
<th>Dates (MM/YY) (do not leave blank)</th>
<th>Position held</th>
<th>Type of teacher</th>
<th>If Par-time, indicate percentage:</th>
<th>Grade(s) taught</th>
<th>Subject(s) taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>To</td>
<td>☐ Teacher ☐ Aide ☐ Day-to-day Substitute ☐ Long-term Substitute ☐ Other position – Specify:</td>
<td>☐ Full-time ☐ Part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Teacher ☐ Aide ☐ Day-to-day Substitute ☐ Long-term Substitute ☐ Other position – Specify:</td>
<td>☐ Full-time ☐ Part-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Teacher ☐ Aide ☐ Day-to-day Substitute ☐ Long-term Substitute ☐ Other position – Specify:</td>
<td>☐ Full-time ☐ Part-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## IV. Employer Verification
To the best of my knowledge, all information presented on this form is accurate and the education employment listed above was successful.

Name of administrator: ______________________________

Position: ______________________________

Signature: ______________________________ Date: ______________________________

Phone: ______________________________ Email: ______________________________

School website (if available): ______________________________
Site Administrator Roles and Responsibilities

Dear Site Administrator,

A teacher at your school site has elected to pursue his/her Clear Credential through the UCLA Extension Teacher Induction-California Clear Credential Program. UCLA Extension is accredited to recommend induction program completers for the Multiple Subject, Single Subject, and Education Specialist Clear Credentials. Our goal is to establish a line of communication between site administrators and the university to provide our teacher induction candidates with maximum support as they work towards clearing their credentials.

CA Commission on Teacher Credentialing (CTC) 2016 Standards for New Teacher Induction

In 2016 the CTC revised its standards and requirements for commission-approved teacher induction programs that lead to a Clear Credential for Multiple Subject, Single Subject, or Education Specialist teachers. Significant changes were made. The UCLA Extension Teacher Induction Program is fully aligned with the new standards. Here are the highlights:

- Each CTC-approved induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support, and professional learning.
- Induction should begin in the new teacher’s first year of teaching after earning a preliminary credential.
- During the two-year induction period, the induction candidate should be employed in a contracted teaching position as teacher of record, assigned to teach subjects and grade levels that are aligned with the preliminary teaching credential that he/she will be clearing.
- The induction program identifies and assigns a mentor to each participating teacher within 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment. Mentor qualifications include having a clear teaching credential and a minimum of three years of effective teaching experience. The induction program must provide ongoing training and support for mentors and a system for evaluating mentor performance.
- The induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support /mentoring coordinated by the mentor. Mentor support should include just-in-time support and longer-term analysis of teaching practice to help new teachers develop enduring professional skills.
- In consultation with the mentor, the site administrator, and others as appropriate, the participating teacher will develop an individual learning plan (ILP), including but not limited to goals that demonstrate growth in the California Standards for the Teaching Profession (CSTP), and goals based on his/her professional interests. The ILP provides a roadmap for the teacher and the mentor throughout the induction program. The induction candidate’s teaching assignment should provide the appropriate context for the development of the overall ILP. Initial ILP goals will be identified within the first 60 days of the teacher’s enrollment in the induction program. The ILP will be reviewed and updated throughout the two-year induction period.
- The ILP must be designed and implemented solely for the professional growth and development of the participating teacher; not for evaluation for employment purposes.
- The induction program must ensure an overall system of support that includes collaboration, communication, and coordination between the induction candidates, the mentors, the school and district administrators, and other members of the induction system.

Specifics of the UCLA Extension Induction Program

Length, Program Design, and Curriculum

The UCLA Extension Teacher Induction Program is designed to be completed in two academic years. Teacher induction candidates may start the program in August or in January of a given year. The program design is centered around a job-embedded system of weekly mentor support and teacher candidates’ individual learning plans (ILP’s) to foster professional
growth in the California Standards for the Teaching Profession.

Induction program candidates complete four online induction program courses that are scheduled to be closely aligned with the K-12 school system’s fall and spring semesters over the two-year period. The four sequential induction courses provide the structure and resources for teachers to develop, implement, and assess their professional growth for goals that they set in their own ILP, and to participate in a professional learning community with other teacher participants and their mentors. Each of the four courses presents a broad essential question related to the CSTP’s and provides related resources for teacher candidates to explore within the context of their own ILP’s. The four essential questions are:

- Course A: Who are my students and how do I create an effective environment for learning for all students?
- Course B: How do I differentiate instruction for the learners in my classroom?
- Course C: How do I know that my students are making progress and how do I help them demonstrate their growth?
- Course D (capstone): How do I demonstrate my growth as a professional educator?

In each of the courses A, B, and C teacher induction candidates develop their own inquiry question to examine an aspect of their teaching practice that they want to improve, related to their ILP and to the course’s essential question. Working closely with their mentor, they use a plan-tech-reflect-apply approach to implement an action plan for that inquiry question. In the capstone course (D), teacher induction candidates demonstrate their development as a professional educator by designing and delivering a learning module to share professional knowledge on a selected topic with others in that teacher’s professional learning community.

UCLA Extension Responsibility for Mentor Selection, Compensation, Training, and Evaluation

The UCLA Extension Teacher Induction Program selects and assigns a mentor for each teacher induction candidate, closely following all CTC requirements for matching the mentor and the induction participant. UCLA Extension recruits and hires highly qualified mentors from across California who have the requisite subject matter background, teaching experience, and experience supporting new teachers. UCLA Extension is responsible for compensating the mentors, providing ongoing training, and evaluating their performance. The costs associated with mentor support are built into the induction program tuition that teacher candidates pay to UCLA Extension.

Mentor Responsibilities

A mentor is typically assigned to a teacher induction candidate as close as possible to the beginning of the K-12 school semester when the candidate first enrolls in the program. Unless there are extenuating circumstances, the mentor will continue to work with the teacher for the full two academic years of program enrollment.

Mentors provide an average of not less than one hour per week of individualized support and mentoring to their assigned induction candidates. Their responsibilities include:

- Consultation with the teacher and the site administrator on the initial development and periodic updating of the teacher’s professional goals for the ILP
- Monitoring and evaluation of ILP progress
- Coordination with the teacher on implementing an action plan for achieving ILP goals and identifying material resources, people resources, and professional communities that will support the action plan
- Just-in-time support for day-to-day questions and issues of instructional practice
- Facilitation of candidate growth through modeling, guided reflection on practice, and feedback on classroom instruction, as well as guidance to promote enduring professional skills over the long-term

1 Note: Admitted teacher induction candidates whose school, school district, or charter organization employer has been approved by UCLA Extension to be a discount-eligible teacher induction partner may qualify for a reduced tuition rate. Discounted rates are based on several factors, including: (a) the number of teacher induction candidates from any one employer that enroll in a given academic year; (b) whether responsibility for the induction mentor teacher selection and compensation is assigned to UCLA Extension or to the employer; and (c) agreement by the employer to abide by all terms and conditions in a teacher induction partner memorandum of understanding. For more information about becoming a discount-eligible teacher induction partner, site administrators can contact the induction program’s director at credentials@uclaextension.edu
Maintaining communication with a site administrator and any other identified school support personnel about: (a) the induction program requirements, (b) the teacher induction candidate’s ILP goals, and (c) the availability of any school resources or school initiatives that could support specific ILP goals.

California Content Standards as the Basis for Classroom Instruction
Because the program is designed for participating teachers to clear a California Preliminary Credential, they will be coached and evaluated on instructional practices that include planning, teaching, and assessing student performance for content and skills in California’s adopted curriculum standards and frameworks, and the English language arts/English language development framework. Even if a teacher induction candidate is employed outside of California while completing the program, he/she will be expected to demonstrate the ability to use California content standards and frameworks when planning and implementing instruction.

Classroom Video Requirement
Throughout the program, teacher induction candidates will be expected to video-record or live stream instructional segments that include themselves and their students. Video is shared with mentors, course instructors, and other teacher induction participants for coaching and instructional purposes, and may also be viewed by selected UCLA Extension induction program staff. Teacher induction participants must work with their school site administrator to get video-recording permissions from the parents of students in that classroom and to satisfy any other school or district requirements related to video recording or live streaming in a classroom.

Classroom Instruction in English
With the exception of secondary teachers of World Languages, or teachers in a designated bilingual classroom, any instruction that is videotaped or live streamed for viewing by the mentor must be conducted in English.

Access to Student Data
Some induction program course assignments related to ILP goals involve selecting, collecting data about, and providing individualized instruction for one or more focus students with identified instructional needs (e.g., English language learners, special needs learners, or students with particular learning difficulties). Teacher induction participants must work with their school site administrator to gain access to and/or be able to collect multiple sources of data regarding the focus students’ learning needs (e.g., cumulative school records, different assessments, interviews with teachers or parents, etc.).

UCLA Extension Recommendation for the Clear Credential
UCLA Extension will recommend a teacher induction candidate for his/her clear credential when all program requirements have been met and any additional CTC renewal requirements or authorizations for clearing the credential have been satisfied. UCLA Extension will advise its program participants of any pending CTC clear credential renewal requirements or required authorizations.

Site Administrator Role and Responsibilities
Site administrators play an important role in teacher induction candidates’ professional growth. Site administrators must agree to abide by all of the CTC induction standards and UCLA Extension program requirements described above, as well as agree to the following site administrator responsibilities:

1. A minimum of two to three times per year, participate in conversations initiated by the teacher induction candidate and mentor to discuss the development of the candidate’s individual learning plan and subsequent updates to the ILP. Because the assigned mentor may not be local, communication may be through online video conference (e.g., Skype) or phone.

2. As needed, support and offer suggestions that might help the teacher induction candidate to meet ILP goals. Suggest and make available any school or other resources that may support the candidate’s professional growth.
goals. Provide information about any school-wide instructional initiatives or goals that might be integrated into the ILP. Identify for the mentor and the participating teacher any other teachers or support personnel that could provide assistance with particular ILP goals. Keep the teacher induction candidate apprised of local, district, and site in-service and professional development opportunities that may be included in his/her ILP.

3. In the participating teacher’s final semester in the induction program, review and share feedback with the teacher on his/her e-portfolio that demonstrates professional growth in the California Standards for the Teaching Profession, with a focus on the teacher’s own ILP goals.

4. As needed, assist the induction teacher candidate to get classroom video recording permissions from parents.

5. As needed, assist the induction teacher candidate to access and/or collect multiple sources of data on selected students who are the focus of the teacher's inquiry to improve instructional practices.

6. Alert the mentor and the UCLA Extension induction program of any change in the participating teacher’s status or teaching assignments.

7. Upon the teacher's completion of the induction program, complete an employer's program evaluation that will be requested by UCLA Extension and/or the Commission on Teacher Credentialing.

8. If you have any questions or concerns throughout this process, you should contact the mentor and/or the induction program director at credentials@unex.ucla.edu.

UCLA Extension will provide the site administrator with electronic copies of its induction program handbook, the California Standards for the Teaching Profession, and the CTC Induction Program Standards.

By signing below, the site administrator verifies that he/she has read and understands the information in this document, and agrees to abide by all CTC induction program standards, UCLA Extension program requirements, and site administrator responsibilities that are described above.

Candidate Name: 
Site Administrator Name: 

Candidate Signature: 
Site Administrator Signature: 

Site Administrator e-mail: 

School Site Name: 

School Site Address: (Address, City, State, Zip Code, Country)
Candidate Roles and Responsibilities

Candidates in the UCLA Extension Teacher Induction-California Clear Credential Program demonstrate professional growth in the California Standards for the Teaching Profession (CSTP) by building on the knowledge and skills gained during their Preliminary Preparation program. With ongoing support from a mentor and program instructors, they develop professional goals as part of an individual learning plan, develop and implement a job-embedded action plan for reaching those goals, and collect and reflect on evidence of their professional growth over a two-year period. Teachers’ action plans include professional inquiries for improving instructional practice for maintaining equitable and inclusive learning environments, differentiating instruction for all learners, and effectively assessing student learning and growth. Successful completion of the induction program is based on demonstrating satisfactory growth in the CSTP elements that are part of the individual learning plan and completion of program assignments.

Responsibilities:

1. **Advisement:** UCLA Extension staff advises candidates about program and professional credential requirements at the start of the clear credential program. Candidates are expected to participate in ongoing advisement by contacting staff with any questions, concerns, and extenuating circumstances.

2. **Enrollment & Grade Tracking:** Candidates complete the UCLA Extension online enrollment. Candidates are responsible for enrolling in all courses specified the pages 7-8. Additionally, candidates are responsible for tracking their own grades and program progress.

3. **Mentor Teacher:** Each candidate will be assigned a mentor teacher. Unless there are extenuating circumstances, the mentor will continue to work with the teacher for the full two academic years of program enrollment. The mentor teacher advises the candidate in instructional best practices, provides formative feedback about the candidate’s teaching, and supports the candidate in accumulating evidence of professional growth (see page 14 for more information on mentor teacher role and responsibilities). If any issues arise between the candidate and mentor teacher, please contact your program advisor immediately at credentials@unex.ucla.edu.

4. **Meetings:** Candidates must meet with their mentor teacher for at least one hour per week during the duration of each induction course. Candidates may be required to meet with their mentor Teacher more frequently if it is determined that the candidate needs extra support. These meetings may be held in person, over the phone, or via Skype. Candidates must be on time and prepared for all meetings. If a candidate or mentor needs to cancel or reschedule, it is the responsibility of the candidate and the Mentor Teacher to ensure that the one hour of support is made up in the same week or the following week.

5. **Participation:** Candidates are expected to participate regularly in discussion forums and submit all required documents and assignments on time.

6. **Completion:** It is the responsibility of each candidate to accumulate evidence of reflective practice, to document all professional credential requirements, to compile evidence in his or her e-Portfolio, and at the end of the program, to organize this evidence in support of an application for a California Clear Credential. Candidates are solely responsible for the careful organization and saving of all assignments over the course of the program, and understand that these assignments will be submitted in an e-Portfolio at the culmination of the program. Candidates have been advised to save all assignments both on a computer and in a secure alternate location, such as removable memory, web, or cloud-based storage to prevent a total loss in case of computer malfunction. Course EDUC X 439.1/2/3—Teacher Induction—and course EDUC X 439.4—Teacher Induction-Capstone—support and facilitate the process of building the e-Portfolio.
Candidates must demonstrate their development as a professional educator by designing and delivering a learning module to share knowledge within the teacher's professional learning community. For the professional learning module, candidates select a topic area about which they have gained some expertise in the program. With input from the instructor, a mentor teacher, and the site administrator, candidates create a learning experience that contributes to the knowledge base of their peers, parents of their students, or others in the community in which they teach.

Candidates must earn a letter grade of C (73%) or higher to receive credit for all credential courses. Only those candidates who have met all requirements will be recommended for a Clear Credential.

7. **Recording & Virtual Support:** Candidates must be able to video record or live stream themselves carrying out a lesson plan with students. Candidates must be able to submit video recordings to their assigned mentor teacher.

8. **Computer, Internet Access & Technology Requirements:** This is a fully online program. For admission to the program each student must:
   - Own or have daily access to a computer and internet.
   - Have general knowledge of the operation of and care for a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (check connections, restart the computer, etc.)
   - Have a valid email address.
   - Have a basic understanding of how to use the Internet.
   - Have up to date word processing and document reading software (such as Microsoft Office Suite and Adobe Reader.) Assignments will be submitted via Canvas in the designated assignment forum as file attachments (.doc, .docx, and .pdf only.)
   - Frequently back up files or store them in a location off the computer, such as a flash drive, web-based cloud storage, or the Portfolio function in Canvas, in case of computer loss or malfunction over the course of the program. All files must be maintained throughout the program for the capstone and for 5 years after completing the program (subject to audit) per CTC regulations.

*I have read, understand, and support my roles and responsibilities.*

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