Induction Program
to Clear a Preliminary
Single Subject, Multiple Subject,
or Education Specialist
California Teaching Credential

Induction Candidate Handbook
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Introduction

Due to the integrated nature of the Induction Program (courses scaffold upon one another), all candidates are strongly encouraged to undertake all courses in sequence. However, course waivers and substitutions will be considered on a case-by-case basis, with evidence of proficiency provided to the Education Department at UCSD Extension. This is subject to final approval by the Education Department Director. Candidates wishing to waive courses must submit a course substitution/waiver request form to the Education Department Program Manager along with a course syllabus for each course the candidate would like considered. Artifacts demonstrating competency in the course substituted/waived must be included in the candidate’s portfolio.

Upon admission to the Induction program each candidate receives an individual Planned Course of Study. Your Planned Course of Study indicates the specific requirements you are required to complete in the Induction program in order to be eligible for recommend by UCSD Extension for a clear credential.

The Planned Course of Study outlines required courses based on the Induction program standards adopted by the California Commission on Teacher Credentialing, if necessary, any additional requirements that the participant may need in order to meet the requirements as stated on their individual preliminary single subject, multiple subject, or education specialist teaching credential.

The online Induction program offered by UC San Diego Extension is designed to provide a comprehensive two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first years of teaching. Candidates have 5 years from when they are admitted to complete all program requirements.

After you have completed all the requirements on your individual Planned Course of Study you can submit a “Request to Recommend” form in order to initiate the process to clear your credential with the Commission.

This handbook is intended as a general introductory guide for candidates in the Induction Program. Information is provided concerning admission requirements, the scope and content of the program, grading standards, the appeals process, candidate advisement and assessment, portfolio requirements, qualifications and recommendation for the clear credential, completer follow-up, and program evaluation.

Questions or concerns the candidate may have at any time during program enrollment regarding requirements, policies, and/or procedures are to be directed to:

Department of Education and Behavioral Sciences (DEBS)
UCSD Extension
Induction Program
9500 Gilman Drive #0170N
La Jolla, CA. 92093
(858) 534-9286
unexeduc@ucsd.edu
Application Guidelines - Required Materials for All Candidates

Please make sure to review all application materials thoroughly before selecting an Induction track. Regardless of track selected, all candidates must submit the following items to determine eligibility for admission to the Induction program:

1. Submission of completed application packet including:
   a. Completed Online Application to the Induction Program
   b. Official, Sealed, Unopened Transcript(s) for college and/or university coursework showing a conferred degree (bachelor’s or higher) from an accredited institution with a GPA of at least 3.0 on a four-point scale. Transcripts must show degree and date conferred.
      i. Degrees Awarded Outside the United States of America: Official, sealed, unopened transcript from a Commission Approved Evaluation service indicating the verification of baccalaureate or higher degree including degree awarded and date (i.e. WES, IERF, etc.)
   c. Copy of all California teaching credentials currently held including renewal codes and dates of validity, available at the Commission on Teacher Credentialing (www.ctc.ca.gov).
   d. Completed and signed Verification of Employment as an Instructor/Teacher. The applicant and applicant’s employer must complete their required portions.
   e. Separate items on the application checklist based upon the program option you are applying under.
      Application checklists are at the end of the application packet.

Course Waivers and Substitutions

Due to the integrated nature of the Induction Program (courses scaffold upon one another), all candidates are strongly encouraged to undertake all courses in sequence. However, course waivers and substitutions will be considered on a case-by-case basis, with evidence of proficiency provided to the Education Department at UCSD Extension. This is subject to final approval by the Director of the Department of Education and Behavioral Sciences. Candidates wishing to waive courses must submit a course substitution/waiver request form to the Department of Education and Behavioral Sciences Program Manager along with a course syllabus for each course the candidate would like considered. Artifacts demonstrating competency in the course substituted/waived must be included in the candidate’s portfolio.
**Induction Program: Required Coursework**

The following courses are required for candidates and mentors as appropriate. Please note that all candidates must complete coursework with an *aggregate* GPA of 3.0. Grades of C- or below will not count toward the completion of Induction coursework for recommendation purposes.

<table>
<thead>
<tr>
<th>Track 1</th>
<th>Induction Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 30787</td>
<td>Introduction to Induction</td>
</tr>
<tr>
<td>EDUC 30794</td>
<td>Designing the Individualized Learning Plan (ILP), Track 1</td>
</tr>
<tr>
<td>EDUC 30788</td>
<td>Implement ILP for Induction I</td>
</tr>
<tr>
<td>EDUC 30789</td>
<td>Implement ILP for Induction II</td>
</tr>
<tr>
<td>EDUC 30790</td>
<td>Implement ILP for Induction III</td>
</tr>
<tr>
<td>EDUC 30791</td>
<td>Implement ILP for Induction IV</td>
</tr>
<tr>
<td>EDUC 30792</td>
<td>Implement ILP for Induction V</td>
</tr>
<tr>
<td>EDUC 30793</td>
<td>Culminating Induction ILP Portfolio</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Track 1</th>
<th>Induction Site-Based Mentors</th>
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<tr>
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<td>Overview for Site-Based Induction Mentor</td>
</tr>
<tr>
<td>EDUC 30796</td>
<td>Site-Based Mentor Training and Support for Induction I</td>
</tr>
<tr>
<td>EDUC 30797</td>
<td>Site-Based Mentor Training and Support for Induction II</td>
</tr>
<tr>
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<td>Site-Based Mentor Training and Support for Induction III</td>
</tr>
<tr>
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<td>Site-Based Mentor Training and Support for Induction IV</td>
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<td>EDUC 31692</td>
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</tr>
<tr>
<td>EDUC 31693</td>
<td>Induction Site-Based Mentor Debrief</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Track 2</th>
<th>Induction Candidates</th>
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<td>EDUC 30787</td>
<td>Introduction to Induction</td>
</tr>
<tr>
<td>EDUC 31695</td>
<td>Developing the Individualized Learning Plan (ILP), Track 2</td>
</tr>
<tr>
<td>EDUC 30788</td>
<td>Implement ILP for Induction I</td>
</tr>
<tr>
<td>EDUC 31696</td>
<td>Continuum of Teaching Practice for Induction ILP I</td>
</tr>
<tr>
<td>EDUC 30789</td>
<td>Implement ILP for Induction II</td>
</tr>
<tr>
<td>EDUC 31697</td>
<td>Continuum of Teaching Practice for Induction ILP II</td>
</tr>
<tr>
<td>EDUC 30790</td>
<td>Implement ILP for Induction III</td>
</tr>
<tr>
<td>EDUC 31698</td>
<td>Continuum of Teaching Practice for Induction ILP III</td>
</tr>
<tr>
<td>EDUC 30791</td>
<td>Implement ILP for Induction IV</td>
</tr>
<tr>
<td>EDUC 31699</td>
<td>Continuum of Teaching Practice for Induction ILP IV</td>
</tr>
<tr>
<td>EDUC 30792</td>
<td>Implement ILP for Induction V</td>
</tr>
<tr>
<td>EDUC 31700</td>
<td>Continuum of Teaching Practice for Induction ILP V</td>
</tr>
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<td>EDUC 30793</td>
<td>Culminating Induction ILP Portfolio</td>
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<tr>
<th>Track 2</th>
<th>Induction Site Based Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 31694</td>
<td>Overview for Induction Site-Based Partner</td>
</tr>
</tbody>
</table>
**Additional Program Requirements**

As outlined above, certain candidates may have to complete additional requirements based on the preliminary credential. They are listed below. Please note that all candidates must complete coursework with an *aggregate* GPA or 3.0. **Grades of C- or below will not count toward the completion of Induction coursework.**

<table>
<thead>
<tr>
<th>All Candidates</th>
<th>Additional items that may be required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 30008</td>
<td>U.S. Constitution</td>
</tr>
<tr>
<td>EDUC 30145</td>
<td>The Reading Process</td>
</tr>
<tr>
<td>Valid CPR Card (Infant, Child, Adult class)</td>
<td><em>American Red Cross or American Heart Association - Approved Only</em></td>
</tr>
<tr>
<td>Verification of Subject Matter Competence, CSET</td>
<td></td>
</tr>
<tr>
<td>Verification of passing score for Basic Skills Requirement, CBEST</td>
<td></td>
</tr>
<tr>
<td>Verification of a English Learner Authorization, CLAD</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Specialist</th>
<th>Level I to Preliminary, Possible additional requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 31510</td>
<td>K-12 Pedagogy for Teachers</td>
</tr>
<tr>
<td>EDUC 31590</td>
<td>Understanding Autism Spectrum Disorders</td>
</tr>
<tr>
<td>EDUC 31591</td>
<td>Effective Instructional Strategies for Students with ASD</td>
</tr>
<tr>
<td>EDUC 31592</td>
<td>Positive Behavior Support for Students with ASD</td>
</tr>
<tr>
<td>EDUC 30057</td>
<td>Health Education for Teachers</td>
</tr>
<tr>
<td>EDUC 30150</td>
<td>Integrating Technology in Education K-12 Level 1</td>
</tr>
<tr>
<td>EDUC 30151</td>
<td>Integrating Technology in Education K-12 Level 2</td>
</tr>
</tbody>
</table>

**Optional Support for Induction Mentors and Induction Partners**

<table>
<thead>
<tr>
<th>Track 1 &amp; 2:</th>
<th>Induction Mentors and Induction Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>WKSP 70036</td>
<td>Induction Year 1 Support for all Mentors and Partners</td>
</tr>
<tr>
<td>WKSP 70037</td>
<td>Induction Year 2 Support for all Mentors and Partners</td>
</tr>
</tbody>
</table>

*Please see an Extension website for a current listing of classes at [extension.ucsd.edu/induction](http://extension.ucsd.edu/induction)*
**Induction Mentor**

Induction candidates are required to work with a mentor throughout Induction. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the candidate’s enrollment in the program. In this process, we seek to match candidates and mentors according to credentials held, grade level and/or subject area, as appropriate to the candidate’s employment.

**Your Induction Mentor and/or Partner must be approved and assigned prior to formal admission or beginning coursework in the program.** Here is a link to the [Mentor Application Guidelines](#).

Candidates should plan to work with a mentor or a staff member/resource for an average of no less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. **There will be a mentor log that candidates will be required to submit throughout their required courses in the program.**

**Individualized Learning Plan (ILP)**

All candidates must work with mentor supervision in completing an Individualized Learning Plan (ILP) throughout the Induction program. **This is covered in more detail during the Orientation course.** The goals for each participating candidate must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the candidate’s enrollment in the program. **UC San Diego Extension does not employ Induction candidates. The ILP is designed and implemented solely for professional growth and not for evaluation for employment purposes.**

The Department of Education and Behavioral Sciences will email a formal acceptance packet to all admitted candidates, including a Planned Course of Study outlining the ILP. The Planned Course of Study outlines required courses based on the program standards adopted by the CCTC articulated, if necessary, any additional courses that the participant may need in order to meet the requirements as stated on their individual preliminary single subject, multiple subject, or education specialist teaching credential.

In the first class in the program, **EDUC 30787 Introduction to Induction**, all candidates are required to complete an ‘Initial Self Assessment’ to identify areas within each California Standards for the Teaching Profession (CSTPs) to focus on for their ILP during the Induction program. During each course you will have the opportunity to work on individual standards and refine your ILP while working with your Induction Mentor and/or Partner.
**Induction Tracks**

Based on the availability of a mentor at the school site, Induction candidates choose the most appropriate track for completing the program:

- **Track 1** – A prospective mentor is available at the school site
- **Track 2** – A prospective mentor is not available, and the University must assign one.

There are two exceptions to the options listed above:

- Education Specialist – Level I
- Early Completion Option

**Track Options**

*All Candidates must select one of the two track options below. Refer to the Checklist at the end of the application for details on all the items that you must submit for approval.*

**Track 1**

This option is available if you have a potential Induction Site-Based Mentor at your school that you would like to work with during the course of the Induction program.

**Minimum requirements for mentors include:**

- Possess a valid clear multiple-, single-subject, or education specialist teaching credential in the same subject/discipline as the candidate, although exceptions may be made case-by-case, dependent on circumstances
- At least five years of documented (based on submission of resume/credentials) professional teaching experience at a California public school; state-approved charter or private school.
- Hold a full-time teaching or administrative position at the candidate’s school or district, although case-by-case exceptions may be made, dependent on circumstances.
- Demonstrate practical understanding of the California Standards for the Teaching Profession.

Site-based Mentors are eligible for a stipend and salary-scale credit from UC San Diego Extension for their service. Please contact the Education Department for additional details.
Track 2
If you do not have a potential Induction Site-Based Mentor at your school, for a fee, the university will assign a mentor based upon the application submitted. UC San Diego Extension is actively recruiting individuals to serve as mentors in a variety of credentials and subject areas. Please contact the Education Department for additional details.

In addition to a mentor assigned by the University, you will be responsible for recruiting a Site-Based Induction Partner that can assist with identifying local resources and support services. Duties that must be fulfilled by the Induction Site-Based Partner include:

- Connecting candidate with available local resources to support their professional growth and accomplishment of the ILP.
- Providing support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills.
- Facilitating candidate growth and development through modeling, guided reflection on practice, and providing feedback on classroom instruction.
Education Specialist Level 1

The exception options indicated below do not waive the requirement to select one of the Track options previously listed: Track 1 or Track 2. Refer to the checklist at the end of the application for all the items that you must submit in addition to the track requirements.

Education Specialist Level I – Additional Prerequisite Courses

Requirements have changed for the Level I Education Specialist credential in the transition to preliminary Education Specialist credential, candidates may need to take additional coursework before beginning Track 1 or 2.

Please submit the application indicating both the Level 1 option as well as the appropriate track. Applications will be reviewed for additional requirements, and candidates will receive a detailed plan indicating the additional requirements that must be completed prior to beginning the Induction coursework.

Prerequisite courses will vary for each candidate and may include the following courses that may be taken at UC San Diego Extension or at another institution:

- Computer Education
- Health Education
- Developing English Language Skills, including Reading
- U.S. Constitution
- Pedagogy
- Autism Spectrum Disorder

The prerequisite courses must each be completed with a grade of “C” or higher. Please note a grade of “C-“ or lower is not equivalent to a grade of “C” or higher.

Additional non-coursework items may also be required. These may include

- California English Learners Authorization
- Basic Skills Exam
- Subject Matter Competence
Early Completion Option (ECO)

The exception options indicated below do not waive the requirement to select one of the Track options previously listed: Track 1 or Track 2. Refer to the checklist at the end of the application for all the items that you must submit in addition to the track requirements.

ECO candidates can complete the program in a shorter amount of time.

To exercise the Early Completion Option (ECO), candidates must hold a preliminary multiple subject, single subject credential, or education specialist credential and be employed in a CA public school. The intent of the standard is to serve experienced and exceptional candidates. Interested candidates will need to demonstrate prior teaching experience as the teacher of record that they have the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the Induction program. Candidates eligible for ECO may complete the Induction program in an abbreviated manner (one year).

Minimum Eligibility Requirements for Early Completion Option:

- Documentation of a minimum of five (5) years prior teaching experience as the teacher of record in a K-12 teaching assignment, as verified by the employer.
- Evidence of exceptional teaching practice during prior professional experience with a minimum of three (3) teacher performance evaluations completed in the prior 18 months, including one by the current evaluator.
- Three (3) current letters of recommendations from educational leaders who have observed your teaching expertise. Letters should outline teaching expertise as well as demonstrate measures of professional and ethical conduct.
  - Two (2) of these letters must be within the last 6 months.
  - Any letter submitted must not be dated more than 12 months from submission.
- A written statement by the candidate explaining how s/he meets the criteria for an “experienced and exceptional” candidate, focusing on exemplary reflective practice, professionalism, and commitment to teaching.
- A portfolio of work that documents experience and exceptionality (e.g., TPA or PACT activities, resume, certificates of completion from professional development courses, assignment and adjunct duty descriptions).
- Submission of a complete application to the UC San Diego Extension Induction program.

The Induction Program at UC San Diego Extension retains the right to request additional evidence that may be necessary to determine a candidate’s appropriateness for the experienced and exceptional candidate. Acceptance as an ECO Credential Candidate requires maintenance of exceptional performance and professionalism.

Monitoring Progress for the Early Completion Option

The Individual Learning Plan (ILP) will take into account previous experience, (e.g., portfolio evidence, evaluations) to build upon expertise and focus the program on the documented needs of the participating Teacher. The ILP will specify formative assessment and professional development activities to completed, checkpoints for periodic review of the candidate’s work, and completion timelines.
Induction Mentors/Partners

Track 1

Site Based Mentor
This option is available if you have a potential Induction Site-Based Mentor at your school that you would like to work with during the course of the Induction program. The Induction Site-Based Mentor is the primary source of support for Induction Program candidate at the school/district site. The Site-Based Mentor, initially selected by the candidate and approved by UCSD Extension, works collaboratively with UCSD Extension to assess and monitor candidate competencies; provide onsite resources and guidance/support for the candidate; verify competencies according to program standards and the California Standards for the Teaching Profession; and monitor progress toward Induction Program objectives.

Minimum requirements for mentors include:

- Possess a valid clear multiple-, single-subject, or education specialist teaching credential in the same subject/discipline as the candidate, although exceptions may be made case-by-case, dependent on circumstances.
- At least five years of documented (based on submission of resume/credentials) professional teaching experience at a California public school; state-approved charter or private school.
- Hold a full-time teaching or administrative position at the candidate’s school or district, although case-by case exceptions may be made, dependent on circumstances.
- Demonstrate practical understanding of the California Standards for the Teaching Profession.

Track 2

Site Based Partner
If you do not have a potential Induction Site-Based Mentor at your school, for a fee, the university will assign a mentor based upon the application submitted. UC San Diego Extension is actively recruiting individuals to serve as mentors in a variety of credentials and subject areas.

The Induction Site-Based Partner, initially selected by the candidate and approved by UCSD Extension, works collaboratively with UCSD Extension to provide onsite resources and guidance/support for the candidate within the candidate’s school or district according to program standards and the California Standards for the Teaching Profession based upon Induction Program objectives. Duties that must be fulfilled by the Induction Site-Based Partner include:

- Connecting candidate with available local resources to support their professional growth and accomplishment of the ILP.
- Providing support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills.
- Facilitating candidate growth and development through modeling, guided reflection on practice, and providing feedback on classroom instruction.
University Based Mentor

The Induction University-Based Mentor is the primary source of support for Induction Program candidate at the school/district site. The University-Based Mentor, approved by UCSD Extension, works collaboratively with UCSD Extension to assess and monitor candidate competencies; provide onsite resources and guidance/support for the candidate; verify competencies according to program standards and the California Standards for the Teaching Profession; and monitor progress toward Induction Program objectives.

Minimum requirements for mentors include:

- Master’s degree in teaching, higher education, or related field required.
- California Clear Teaching or Education Specialist Credential and English Learner Authorization.
- Demonstrate practical understanding of the California Standards for the Teaching Profession.
- Minimum of ten years of teaching experience required.
- Online teaching experience is required; familiarity with Blackboard preferred.
- Highly effective written communication skills with ability to engage students in an online setting.
- Commitment to creating a structured student-centered learning environment.
- Ability to work with a diverse group of adult learners.
- Previous college-level teaching experience preferred.

Induction Mentor and Partner Training

The following courses are required for candidates and mentors as appropriate they are all available at no charge to Induction Mentor and Partners.

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<td>Induction Site-Based Mentor Debrief</td>
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<th>Induction Site Based Partners</th>
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<tbody>
<tr>
<td>EDUC 31694</td>
<td>Overview for Induction Site-Based Partner</td>
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<table>
<thead>
<tr>
<th>Track 2</th>
<th>Induction Site-Based Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD Blackboard</td>
<td>Training offered internally through UCSD. It is not available to the general public as this time.</td>
</tr>
</tbody>
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<td>Induction Year 2 Support for all Mentors and Partners</td>
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</table>
Grading Standards

The grading standards for the Induction program at UCSD Extension are consistent with the grading standards for UCSD Extension. In each course, the instructor will determine the candidate’s grade based upon the candidate’s demonstrated level of competence in class discussions, examinations, written reports, demonstrations, projects, papers, and other means, as applicable, and will assign the appropriate letter grade. The grading criteria for all courses is below:

A = Superior achievement
B = Satisfactorily demonstrated effective proficiency for professional achievement in the field of study
C = Passed the course, but performance did not indicate resounding proficiency for professional achievement in the field of study
D = Marginal, course must be retaken to earn a grade a “C” or better
F = Fail, course must be retaken to earn a grade a “C” or better
I = Incomplete (may be revised only by completing necessary work through arrangement with the instructor)

Regardless of credential being cleared, candidates must successfully maintain an overall GPA of 3.0 or better and receive a grade of “C” or higher in each course to be formally recommended to the Commission for a clear credential. A grade of “C-” or lower is not equivalent to a grade of “C” or higher.

Grading of Incomplete

https://extension.ucsd.edu/student-resources/Academic-Information

An Incomplete, or "I," is a temporary grade that may be granted when sudden serious medical situations, compulsory military service or other extenuating circumstances beyond your control, such as family emergencies, prevent the on-time completion of course requirements. An Incomplete may not be used to allow more time to complete a course in which you have fallen behind.

An Incomplete also may not be used to retake a course. If you have fallen substantially behind and need to repeat a course, you should drop the course prior to the drop deadline and re-enroll for the next term in which the course is offered. Otherwise, your instructor will assign an appropriate final grade based on the work you complete in the course (D, F, NP or U, for example).

Requirements for an Incomplete grade:

You, the student, must submit a written Petition for an Incomplete Grade to your instructor before the final class meeting (by 11:59 p.m. on the day before the scheduled end date for online courses) or before final grades are posted, whichever comes first. Petitions submitted to the instructor after that time will not be considered.

Email unex-reg@ucsd.edu for more information and assistance. Please include your full name, student ID number and the course title and section ID number of the course you are inquiring about.
**Candidate Assessment and Advisement**

In addition to each instructor's evaluation of a candidate's performance in each program element, specific checkpoints have been established to review a candidate’s progress and to determine competence. The first checkpoint is upon completion of the orientation session and when candidates are formally admitted into the program. The second checkpoint is upon completion of the coursework and determines approval for enrollment in the portfolio course. The third checkpoint is upon completion of the portfolio course. The fourth checkpoint is when the “Request to Recommend” form is received and the individual Planned Course of Study along with completed coursework are reviewed to ensure all competencies have been met in order to be recommended for a clear credential.

It is a responsibility of the Director to discuss with the candidate his or her level of performance at each checkpoint, and to provide special assistance to those whose level of performance is less than adequate. Strengths and weaknesses of each candidate are identified and opportunities for corrective learning are provided as needed.

Recommendations are made to the Department of Education and Behavioral Sciences for probationary placement of marginal candidates and for dismissal of those deemed unsuited for professional service. In the event adverse measures may be taken, the candidate is notified and is given ample opportunity to respond. A record is kept of all advisement sessions.

**Probation or Dismissal from the Program**

In certain instances, it may be recommended that a candidate be placed on probation or dismissed from the Induction program. Cause for probation or dismissal includes:

(a) failure to maintain an adequate grade point average
(b) confirmed cheating in a course
(c) conduct deemed inappropriate in an academic setting

A recommendation for probation or dismissal must be based upon relevant documentation, and may include: GPA overall, grades and competency reports for required program elements, evaluation of classroom and school-related performance by site-based mentor(s) and/or administrator(s) as applicable, evidence that the candidate was informed by the Director of any problems, and that correctional assistance was offered when appropriate.

The Department of Education and Behavioral Sciences must consider relevant documentation described above before making its decision. The candidate recommended for probation or dismissal has the right to appeal to the Director of the Education and Behavioral Sciences and submit evidence or documentation to support the appeal.

If consensus of the Department of Education and Behavioral Sciences is reached to place the candidate on probation or to dismiss, the Director of Education and Behavioral Sciences will communicate such action to the candidate in writing, delineating the specific reason(s) for probation or dismissal.
Right to Appeal

The candidate has the right to appeal the following restrictive actions:

(a) Not accepted in the Induction Program
(b) Not permitted to complete coursework component
(c) Not permitted to advance to portfolio component
(d) Not given credit for a course
(e) Not given credit for classroom observation
(f) Not recommended for a credential
(g) Recommended for probation or dismissal.

The Appeals Process

A candidate's appeal must be in writing and shall be submitted to the Director. In all instances except appeals regarding denial of admission, denial of recommendation for the credential, probation, or dismissal, the Director will schedule an interview (typically by telephone) with the individual submitting the appeal and any other personnel involved in the case and will document the testimony. Subsequently, a decision will be rendered by the Director for conclusive action.

Course Evaluation by Candidates

Each course in the clear credential sequence is evaluated at regular intervals by participating Induction candidates. The data accumulated in such evaluations serve to guide the instructors, administrators, and Induction mentors/partners in strengthening and/or renewing their respective offerings.

The evaluations are emailed to you on the Monday and Friday on the last week of the course; it is also emailed on the Monday following the course end date; and is available at the end of each course through MyExtension. An evaluation is performed at the conclusion of each course when candidates are asked to engage in assessment. This rating is conducted utilizing the form which was developed and is regularly employed to ascertain the quality of content and effectiveness of instruction with respect to Extension offerings in general.

An additional evaluation is performed at the conclusion of the Portfolio course. The evaluator is directed to assess (a) the course content—whether the appropriate competencies are being addressed, (b) the faculty member's performance—whether content is presented in an understandable manner, (c) the faculty member's particular strengths as perceived by the candidate, and (d) the candidate's suggestions for improvement of the course. The information from the short form is tabulated in the Department of Education and Behavioral Sciences office, and copies of the results are available to the respective instructors for their consideration in determining the need for instructional reorientation and/or adaptive measures.
Classroom Observations

The primary purpose of this element is to provide each candidate with the opportunity to demonstrate competence in the practice and adaptation of skills and strategies in the California Standards for the Teaching Profession. It is intended that individual field experiences will be related to each candidate’s professional goals and will be those which permit integration of theory and practice.

Classroom Observations are intentionally diverse in nature, permitting each candidate to gain experience with varied learners. The candidate may be required to participate in working with varied learners outside the class they are normally assigned in order to work with a variety of learners.

The candidate will meet with their Induction Mentor to review the Classroom Observation. This is an opportunity to seek feedback as well as guidance to improve any areas that may not be as strong as required.

It will be the responsibility of the candidate to work in collaboration with the university and your Induction Mentor to schedule the following:

a) Initial meeting with the potential Site-Based Mentor at one of the school sites to arrange for mentorship during Induction Program. This can be an online meeting if your mentor is not in your immediate geographical region.

b) Classroom observations based upon your Individualized Learning Plan (ILP) to permit the Induction Mentor the opportunity to observe the candidate’s demonstration of skills appropriate in diverse settings and to meet with your Induction Mentor.
   a. The criteria for evaluating the Classroom Observation is based upon the California Standards for the Teaching Profession.
   b. The observation may be in-person or recorded for the mentor to view if your mentor is not in your immediate geographical region.

c) Meet weekly (online, by telephone, or in person) with your Induction Mentor or a resource your mentor has referred you to.
   a. The meetings should focus on your Individual Learning Plan (ILP) and Induction Program requirements and to provide guidance/counsel as needed.
   b. The minimum requirement is one hour per week.

The Induction Candidate will also be responsible for submitting verification of the collaboration to the Induction Program.
The candidate must compile a professional portfolio as a culmination project that validates the work accomplished in the Induction program. This project will be presented as a requirement in the Induction Portfolio course.

The purpose of the culmination project is two-fold 1) it will serve as a basis for final assessment of candidate competency and 2) it has been designed to produce a professional portfolio suitable for presentation during career placement interviews.

The Induction Portfolio is an electronic artifact that culminates your online clear credential experience and your professional learning through UCSD Extension. The assignments asked for below should be pulled from the variety of classes you have taken through the program. Although specific assignments are required for completion of this program, each portfolio should reflect and represent the unique teaching professionals our Induction portfolio caters too.

Sample of Portfolio Contents

| Artifact 1 | Initial Mission/Vision Narrative |
| Artifact 2 | Culminating Mission/Vision Narrative |
| Artifact 3 | CSTP Baseline Reflection |
| Artifact 4 | CSTP Culminating Reflection |
| Artifact 5 | Student Selection |
| Artifact 6 | Completed ILP for CSTP 1 |
| Artifact 7 | Completed ILP for CSTP 2 |
| Artifact 8 | Completed ILP for CSTP 3 |
| Artifact 9 | Completed ILP for CSTP 4 |
| Artifact 10 | Completed ILP for CSTP 5 |
| Artifact 11 | Completed ILP for CSTP 6 |
| Artifact 12 | 3 Observation Narratives Culminating Reflection |
| Artifact 13 | 5 Posted Lesson Plan Culminating Reflection |
| Artifact 14 | 5 Posted Lesson Plan Culminating Reflection |
| Artifact 15 | Classroom Photos Room Environment and Inclusive Learning |
| Artifact 16 | Culminating 2 Page Program Reflection |
| Artifact 17 | Letter(s) of Growth from Mentor/Administrator |
| Artifact 18 | Professional Development Growth Plan, after your Induction Program |
Formal Recommendation to CCTC
After completion of the requirements in your Planned Course of Study and Individualized Learning Plan (ILP) for Induction candidates must submit the following materials to initiate the online recommendation process.

- Submit completed Credentialing Recommend Request form
  - The form is available in the Portfolio class
  - Details are also available at extension.ucsd.edu/induction
- Official transcript(s) verifying completion of all coursework on your Planned Courses of Study is required.
  - This includes any coursework completed at UCSD Extension.
- The Commission will only send the Recommendation notification to the email address they have on file.
  - Update your email with the Commission prior to submitting the Request to Recommend.
    - http://www.ctc.ca.gov/credentials/complete-recommend.html
  - UCSD can no longer do so on your behalf.
- Candidates will be required to submit a processing fee directly to the California Commission on Teacher Credentialing upon recommendation for the Induction program.
  - This fee must be submitted through the Commission’s online recommendation system and can only be made by debit or credit card.

If your credential has a requirement that you must complete the Subject Matter Competence requirement then your application for a clear credential can only be submitted to the Commission via a paper application through UCSD Extension. Please contact the department at unexeduc@ucsd.edu if you require more detailed instructions.

Completer Follow-Up and Program Evaluation
The institution conducts a follow-up survey of individuals who have been credentialed during the preceding three-year period. The purpose of the survey is to solicit views of recent graduates regarding strengths and weaknesses of the UCSD Induction program as determined by their ability to serve as effective instructors in their field. Ratings provide perceptions of the appropriateness of emphasis placed on each of the competencies included in the Induction program, and the data obtained are utilized as one means of determining needed programmatic change.

The California Commission on Teacher Credentialing now also requires that you complete a survey as a part of the recommendation process. It becomes available to each individual once they have been recommended for their clear credential. Your survey feedback is directly provided to the Commission.