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Information

Professional Services Committee

Update on the Induction Standards Review

Executive Summary: This item presents an update on the work of the Induction Standards Design Team, including the proposed *Standards of Quality and Effectiveness for Teacher Induction Programs*, as required by SB 1209 (Chap. 527, Stats. 2006).

Recommended Action: For information only

Presenters: Teri Clark, Administrator,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

April 2008

Update on the Induction Standards Review

Introduction

This agenda item presents an update on the work of the Induction Standards Design Team which is charged with reviewing and revising the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (Induction Standards), as required by Senate Bill 1209 (Chap. 517, Stats. 2006).

Background

SB 1209 reflected a number of recommendations contained in *The Status of the Teaching Profession, 2005*, a report issued by the Center for the Future of Teaching and Learning. In addition to other mandates, SB 1209 required an external evaluation of the Beginning Teacher Support and Assessment Induction (BTSA) Program and the California Intern (Intern) Program, culminating with a report that was submitted to the Legislature on December 1, 2007. At the January-February 2008 Commission meeting, an agenda item was presented that addressed the evaluation and its recommendations. This item is available on the Commission's website at <http://www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2H.pdf>.

SB 1209 further required that a review and revision of the Induction Standards be completed by July 1, 2008, and that the review take into consideration the findings of the external evaluation. The purpose of the review and revision of the standards included: 1) reducing barriers and redundancy in teacher credentialing; 2) streamlining the credentialing process; and 3) ensuring that the adopted standards do not require programs to introduce new content, but instead require teachers in induction to demonstrate the knowledge and skills that were previously acquired in the preliminary teacher preparation program.

Update on the Induction Standards Review Work

At both the January-February (<http://www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2I.pdf>) and March (<http://www.ctc.ca.gov/commission/agendas/2008-03/2008-03-3D.pdf>) Commission meetings, staff presented updates on the work of the Induction Standards Design Team. The members of the Design Team are included in Appendix A. At the March meeting, the Commission discussed the adopted Common Standards and their use with induction programs and other types of educator preparation programs. The Commission asked that the Committee on Accreditation (COA) review the language of the Common Standards for applicability to: 1) the variety of approved program sponsors including universities, college, school districts, county offices of education and other entities; and 2) the full range of educator preparation programs that are approved by the Commission including teaching credentials, service credentials, at both the initial and advanced level. The COA will be discussing the Common Standards at its May meeting and report back to the Commission on possible edits to the language of the Common Standards to better apply to and support all program sponsors and all credential programs.

At its March meeting, the Induction Standards Design Team continued its discussion of the Common Standards. The discussion contained examples of how italicized language specific to Induction could appear below a Common Standard to clarify how the standard specifically applies to induction programs. Further, staff shared with the Design Team the Commission's directive for COA to review the language of the Common Standards to ensure that it is broad enough to address all types of program sponsors and all types of credential programs. After consideration of these two factors, the Induction Standards Design Team reached consensus that Induction Programs should respond to both the Common Standards and to the Induction Program Standards.

Structural Changes in the Proposed Induction Standards

The proposed induction related language for the Common Standards and draft *Standards of Quality and Effectiveness for Teacher Induction Programs* are included in Appendix B. For comparison purposes, the current *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* are included in Appendix C.

The Induction Standards Design Team understood the action taken by the Commission at the January 31, 2008 meeting to not have 'Required Elements' in Program Standards and agreed that the proposed standards not include required elements. To that end, the Design Team reviewed the adopted Induction Program standards and the required elements. The team carefully examined each element and made a decision to move all or part of the required element into the standard statement, or to move the language into a Program Planning Prompt, or in a few cases that the language was too prescriptive or redundant and not necessary in the revised standards.

The purpose of the program planning prompts are to support a prospective program in designing an Induction Program and to provide additional information to program leaders to understand what the standards mean. The approved programs must meet the Commission's adopted program standards, not the program planning prompts. Program Planning Prompts follow each of the proposed Induction Program standards.

In the current standards, there are separate standards related to equity, diversity and access to the curriculum, teaching English learners, and teaching special populations. The Design Team, taking into consideration how the adopted K-12 content frameworks address these topics, has pulled the concepts into one overarching standard, *Universal Access*. Within the *Universal Access* standard, there is language that addresses equity, diversity, and access, followed by language focusing specifically on the teaching of English learners and teaching students with identified special needs.

The *Creating a Supportive and Healthy Environment for Student Learning* standard has also been infused into both the proposed *Pedagogy* and *Universal Access* standards. In a similar manner as with the technology standard, the Design Team concurred that all participating teachers should consider the health and safety of all students, at all times, and worked to embed the concepts from the prior standard into the two proposed standards.

The Design Team also incorporated the recommendations from the SB 1209 directed BTSA-Intern Study, conducted by the University of California Riverside. Based on the

recommendation from the study and the panel members' experience, the *Using Technology to Support Student Learning* standard has been infused into the *Pedagogy* and the *Universal Access* standards. The Design Team believes that participating teachers should be using technology in their instruction to support the full range of learners in meeting the academic content standards. Therefore, the stand alone technology standard does not appear in the proposed Induction Standards.

Currently, stakeholder feedback on the proposed standard changes is being gathered through an electronic survey. The feedback is due by May 1, 2008. Individuals who respond to the survey may provide feedback on the induction specific language related to each Common Standard as well as comment on the draft Program Standards. For each of the sample Program Planning Prompts, the individual is asked to judge the planning prompt in relation to the following:

- Appropriate for programs
- Helpful to programs
- Necessary for quality programs

In addition, within the BTSA Induction community, regional meetings will be held in April. These Cluster meetings will include an activity where the BTSA Induction program leaders have time to work in groups to review the proposed standards. The feedback being gathered through these meetings will focus on four questions: 1) strengths of the proposed standard; 2) challenges to implementing the proposed standard; 3) concerns about the proposed standard; and 4) suggested edits to the proposed standard.

Next Steps

Pursuant to SB 1209, the Design Team was charged with completing its work before July 1, 2008. One additional Design Team meeting will be held following the April 2008 Commission meeting. At this meeting, the team will review all stakeholder feedback, incorporate Commission directives, and finalize the proposed standards. The proposed standards will return to the Commission at the June 5, 2008 meeting for consideration and possible adoption.

Activity	Time Frame
Proposed standards presented to the Commission for information	April 10, 2008
Stakeholder feedback due to the Commission	May 1, 2008
Committee on Accreditation Meeting to discuss the Common Standards	May 1-2, 2008
Induction Standards Design Team Meeting: Review stakeholder feedback and revise standards, if necessary	May 6-7, 2008
Final proposed standards presented to the Commission for adoption. An implementation plan will be included in the June agenda item that describes the timeline for current programs to address the revised Induction Standards.	June 5, 2008

Appendix A

Members of the Induction Standards Design Team

Lois Abel	Sinclair Research Group
Kathy Athey	San Joaquin County Office of Education
Wendy Baron	Santa Cruz/Silicon Valley New Teacher Project and New Teacher Center at UC Santa Cruz
Gilda Bloom	San Francisco State University/California Teachers Association
Nancy Brownell	California County Superintendents Educational Services Association
John Grow	Madera Unified School District
Karen Harvey	Saugus Union School District
Charlotte Kutzner	Poway Unified School District/California Federation of Teachers
Cancy McArn	Sacramento City Unified School District
Debbie Meadows	California State University, Bakersfield and Saugus Union School District
Corrine Muelrath	North Coast Beginning Teacher Program (SCOE)
Paula Motley	Monterey County Office of Education
Kenneth Pride	Los Angeles Unified School District
Gay Roby	Norwalk-La Mirada Unified School District
Ruth Sandlin	CSU San Bernardino/California State University
Judith Schierling	San Jose State University
Jodie Schwartzfarb	New Haven Unified School District
David Simmons	Ventura County Office of Education
Chantell Tarver	Livermore Valley Joint Unified School District
Mariam True	San Diego Unified School District
Mary Lou Weinrich	San Bernardino City Unified School District
Peter Williamson	Stanford University/Association of Independent California Colleges and Universities

Additional Special Education and English Learner Content Experts

Janet Barrett	Capistrano Unified School District
Irma Bravo Lawrence	Stanislaus County Office of Education
Adele Arrellano	CSU Sacramento
Susan Andrews	Ventura County Office of Education

Appendix B

Common Standards

and

Proposed

Induction Program Standards

COMMON STANDARDS

(Language in italics is proposed language for induction programs.)

Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

***Induction Programs:** In induction, "Institution and education unit" is defined as the school district, county office of education or institution of higher education that sponsors the induction program and any other credential programs.*

Standard 2: Unit and Program Evaluation System

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

***Induction Programs:** The program implements a process to assess the effectiveness of the formative assessment system in promoting teacher development.*

Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

***Induction Programs:** Library and digital media resources are the instructional materials, including adopted textbooks utilized by the participating teacher. The program leader(s) access and coordinate existing professional development resources as appropriate to support participating teachers.*

Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Induction Programs: Faculty include individuals who provide professional development to support providers and participating teachers, as well as program leadership.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

Induction Programs: An individual must hold a preliminary multiple or single subject credential and be in a teaching assignment or have other field experiences that allow the participant to demonstrate the knowledge and skills required by the program standards. All participating teachers are advised of the Early Completion Option at the time of admission to the Induction program.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Induction Programs: Participating teachers are advised regarding their specific individual credential requirements, their responsibility to collect evidence of practice and about the program's policy regarding program extensions.

Standard 7: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Induction Programs: Field experience in induction usually involves the teacher working in his or her own classroom, but if necessary, the program provides additional field experiences to support the participating teacher in demonstrating the knowledge, skills, and abilities as defined in the program standards.

Standard 8: Program Sponsor, District and University Field Experience Supervisors

Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.

Induction Programs: Support Providers serve in a role that is comparable to that of field supervisors, but do not supervise or evaluate participating teachers. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Induction Programs: No additional language for Induction.

PROPOSED INDUCTION PROGRAM STANDARDS

Category A: Program Design

Program Standard 1: Program Design and Rationale

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students. The professional credential program has a sound research base and addresses adult learning styles and teaching context. It is responsive to individual candidate's needs, and is consistent with current legislation. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, retention, candidate support and assessment, support provider preparation, and program evaluation.

The program design provides systematic opportunities, focused on application and demonstration of the pedagogical skills and knowledge acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession.

The program's director has the authority and support needed to oversee human and fiscal resources in order to meet program goals. The program director ensures that induction program activities are integrated into the professional development efforts of K-12 organizations.

***Program Planning Prompts: Program Design and Rationale**

1. What research guides the initial and ongoing development of the program's design?
2. How does the program's design allow for initial orientation, ongoing advisement, and transportability of documentation of the participant's work?

Program Standard 2: Communication and Collaboration

The induction program articulates with preliminary teacher preparation programs and K-12 organizations to facilitate the transition from teacher preparation to induction, to build upon the learning that precedes preliminary certification, and provide opportunities for demonstration and application of the pedagogical skills and knowledge acquired in the preliminary credential program.

The local induction program collaborates regularly with local school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaborative work between the induction program and administrators involves the establishment of a positive climate, dedicated time for support provider and participating teacher program participation, and additional site/district professional development opportunities. Site administrators are offered professional development in the foundations and processes of Induction, factors contributing to new teacher success, and provision of a site orientation for

each participating teacher.

***Program Planning Prompts: Communication and Collaboration**

1. What structures are utilized for collaborating partner(s) to share knowledge and understandings of credential requirements as well as of professional development practices used in teacher preparation for both preliminary and clear credentials?
2. How is professional development in Induction aligned with site and district curricular and instructional priorities?
3. How does the program offer professional development for administrators around such topics as:
 - (i) Teacher preparation across the learning-to-teach continuum;
 - (ii) Beginning teacher development;
 - (iii) Identifying working conditions that optimize participating teachers' success;
 - (iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;
 - (v) Understanding the role of support providers in the induction process; and
 - (vi) Respecting the confidentiality between the support provider and participating teachers.

Program Standard 3: Program Personnel

The induction program selects, prepares, assigns, and evaluates professional development providers and support providers, using well-defined criteria consistent with the provider's assigned responsibilities in the program.

The program assures that the assignment of participating teachers to support providers occurs in a timely way, allowing the pair to begin working together when teaching begins whenever possible. The program ensures a system of support that includes a readily accessible support provider and, as needed, certificated person(s) experienced in the curricular area(s) of the candidate's assignment.

Consistent with assigned responsibilities, program personnel (such as program management, professional development providers, support providers, and credential analysts) receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the *California Standards for the Teaching Profession*, Induction Standards: Pedagogy and Universal Access as well as the appropriate use of the instruments and processes of formative assessment systems.

The program regularly evaluates the performance of professional development providers and assesses the quality of services provided by support providers to participating teachers. The program leader(s) provides formative feedback to professional development providers and support providers on their work, retaining only those who are effective.

***Program Planning Prompts: Program Personnel**

1. How does the program communicate expectations of the roles and responsibilities of both the professional development providers and support providers to all possible candidates?
2. How does the program monitor the selection, preparation, and assignment of professional development providers and support providers?

Standard 4: Formative Assessment and the Individualized Induction Plan

The purpose of formative assessment is to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous cycle of development. It guides the work of support and professional development providers, promotes professional norms of inquiry, collaboration, data-driven dialogue, and reflection, and supports teachers in increasing academic achievement, as well as the social and emotional welfare of all students.

An inquiry based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the K-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the Induction Program. An assessment tool based on the CSTP and identifying multiple levels of teaching performance, is used as a measure of teaching practice.

Participating teachers and support providers collaborate to develop an Individual Induction Plan (IIP) based on the teacher's assignment, identified developmental needs, and prior preparation, including the Teaching Performance Assessment results, when possible. The Individual Induction Plan (IIP) identifies professional goals and activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is revisited periodically for reflection and updating.

***Program Planning Prompts**

1. How does the program support the SP and PT in appropriately using a criteria-based assessment tool such as the *Descriptions of Practice* or the *NTC Continuum of Teacher Development* to examine their practice?
2. In what ways does the program support PTs in identifying specific strategies for achieving their professional development goals, selecting professional development activities, documenting progress toward their goals and then revising goals for future development?
3. How does the program ensure that SPs and PTs have a clear understanding of the alignment of the CSTP, academic content standards and Induction Standards, for the purpose of increasing academic achievement and learning, as well as the emotional and social welfare, of all students?

Category B: Teaching all Students

Standard 5: Pedagogy

Participating teachers grow and improve in their ability to reflect on and apply *The California Standards for the Teaching Profession* and the Specific Pedagogical Skills for Subject Matter Instruction (TPE1) beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and deliver differentiated instruction, including multi-tiered interventions, based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, they create well-managed, safe, inclusive, and healthy learning environments that foster students' physical, cognitive, emotional and social well-being according to local protocol and state laws.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. They consider local district technology policies and implement strategies to maximize student awareness around privacy, security, and safety issues.

***Program Planning Prompts: Pedagogy**

1. How does the program provide opportunities for participating teachers to demonstrate application of the CSTP?
2. How does the program support participating teachers in demonstrating their use of technological resources to assess, plan, and deliver instruction so all students can learn?

Standard 6: Universal Access

Equity: To ensure the protections provided under California Education Code, participating teachers design and implement equitable learning opportunities in safe and inclusive environments that maximize academic achievement for students from a variety of ethnic, socio-economic, cultural, academic, and linguistic backgrounds; students regardless of gender and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and work to minimize bias in classrooms, schools and larger educational systems using culturally responsive pedagogical practices.

Participating teachers collaborate and communicate with students, colleagues, resource personnel, and families and utilize school, district, and/or community resources including technology-related tools to maximize the full range of learners' equitable access to meet or exceed the State-adopted, academic content standards.

Teaching English Learners: To ensure academic achievement and language proficiency for English Learners, participating teachers comply with the identification, referral and re-designation processes for English Learners and adhere to legal and ethical obligations for teaching English Learners. Participating teachers comply with district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment, participating teachers implement the components of English Language Development: grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using state adopted standards-aligned instructional materials. Participating teachers use differentiated strategies informed by students' culture, level of acculturation, proficiency levels in English and prior schooling.

Teaching Special Populations: To ensure academic achievement for special populations, participating teachers comply with the identification and referral process of students for special services and adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs). Participating teachers comply with district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on student placement, participating teachers implement modifications and apply accommodations. Each participating teacher recognizes student strengths and needs, uses positive behavioral support strategies, and employs a strengths-based approach to meet the needs of the full range of special populations.

Participating teachers instruct special populations using state adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

***Program Planning Prompts: Universal Access**

Equity

1. How does the program support participating teachers' ability to identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status?
2. How does the program support participating teachers in examining their beliefs, attitudes, and expectations related to gender and sexual orientation, and creating gender-fair, bias-free learning environments?

Teaching English Learners

3. How does the program ensure that each PT is compliant with the federal, state and local regulations regarding English learners, e.g. NCLB, Title III; Williams V California; EC 300-340?
4. How will the program support participating teachers to use a variety of systematic teaching strategies that reflect an understanding of first and second language acquisition to develop academic language and provide access to grade level curriculum?
5. How does the program support each participating teacher in delivering instruction that demonstrates an understanding of students' life experiences (immigrant, refugee experience, US born, long-term English learner)?

Teaching Special Populations

6. How does the program ensure that each PT is compliant with the statutory provisions of IDEA, Section 504 of the Rehabilitation Act and GATE?
 - How does the program provide the PT opportunities to participate in the identification of students with special needs?
 - How does the program provide the PT opportunities to participate in the development and implementation of an IEP or 504 Plan?
 - How does the program ensure that each PT appropriately implements accommodations and modifications consistent with the IEP or 504 Plan?
 - How will the program ensure that each PT uses appropriate data collection methods to monitor progress toward IEP goals and objectives?
 7. How will the program ensure that each PT demonstrates opportunities for GATE students to participate in learning opportunities at an accelerated pace or at a higher level than the rest of the class?
- * Program Planning Prompts are to support a prospective program in designing an Induction Program and to provide additional information to program leaders to understand what the standards mean. The approved Induction Programs must meet the Commission's adopted standards, not the program planning prompts.

Appendix C

Standards of Program Quality and Effectiveness For Professional Teacher Induction (Adopted in 2002)

Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

Program Standard 1: Sponsorship, Administration, and Leadership

The induction program is sponsored by one or more organizations that demonstrate a commitment to teacher induction. The program has qualified leader(s) who implement the program within an administrative structure that effectively manages and delivers support and formative assessment services to participating teachers.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 1: Sponsorship, Administration, and Leadership

- 1(a) The induction program sponsor(s) demonstrate commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support program implementation. The program assigns personnel and material resources to each sponsoring organization in proportion to its level of effort and degree of responsibility.
- 1(b) The program has clearly specified roles and responsibilities for each sponsor about program oversight and implementation; each sponsor designates a primary contact person for the program.
- 1(c) The program establishes a representative leadership team. The program leadership team demonstrates the depth of knowledge and understanding necessary to be able to implement an induction program. The team is knowledgeable about the state-adopted academic content standards and performance levels for students, preliminary teacher preparation, induction, and ongoing professional development, and has a commitment to teacher education that spans organizational boundaries. The team actively participates in ongoing professional development, research, and related technical support activities.
- 1(d) The program sponsor(s) specifies in writing the roles, responsibilities and time commitment of one or more qualified program leaders, responsible for the overall direction of the program. These roles and responsibilities are appropriate to the scope of the program. The program leader(s) has appropriate authority over the details of program design and implementation.

Program Standard 2: Resources

The induction program consistently allocates sufficient resources among program sponsor(s) to enable the program to meet all program standards and deliver planned program components to all participating teachers. Program sponsor(s) distribute resources in a manner consistent with the stated program rationale, design, and goals.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 2: Resources

- 2(a) The program allocates time, material, fiscal, and personnel resources among collaborating partner(s) to ensure an appropriate distribution for supporting essential program components, as defined and described in the program design.
- 2(b) The program sponsor(s) assign qualified personnel designated to lead and coordinate the program according to policy guidelines that establish a clear ratio of administrative support to numbers of participating teachers served.
- 2(c) The program sponsor(s) assign support personnel to the induction program according to policy guidelines that establish appropriate levels of support in relation to the overall size of the program.
- 2(d) The program leader(s) access and coordinate existing professional development resources as appropriate to support participating teachers.
- 2(e) The program leader(s) monitor resource allocations on a regular basis and make necessary adjustments.

Program Standard 3: Professional Development Providers

The induction program selects and evaluates professional development providers, using well-defined criteria consistent with the providers' assigned responsibilities in the program. The selection process is planned and carefully implemented in order to select professional development providers who will bring skills that enhance program capacity. Professional developers are well prepared to assume their responsibilities, so that their efforts are consistent with the program's design, rationale, and goals.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 3: Professional Development Providers

- 3(a) The program defines in writing the roles and responsibilities of professional development providers, and clearly states and consistently follows procedures for making selection decisions.
- 3(b) Selection criteria are consistent with the professional development providers' specified roles and responsibilities, including but not limited to the following:
 - (i) Knowledge of state-adopted academic content standards and performance levels for students; state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
 - (ii) Knowledge of teacher development and the research base that informs induction content and practices;
 - (iii) Knowledge of adult learning theory;
 - (iv) Experience in training, facilitation, and presentation;
 - (v) Knowledge of group process and high quality professional development elements;
 - (vi) Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;
 - (vii) Willingness to work collaboratively with others to create a collegial learning community;
 - (viii) Possession of effective interpersonal communication skills; and
 - (ix) Demonstrated commitment to personal professional growth and learning.
- 3(c) The program provides education and training for professional development providers who are training support providers or participating teachers. The program provides time for them to meet with each other to build and refine skills, and to problem-solve, assess, and reflect on their efforts and development as trainers.
- 3(d) Consultants from outside the program are oriented to the program's context and confer with program leader(s) on how to provide an educational experience for all participants.
- 3(e) The program regularly evaluates the performance of professional development providers, and retains/rehires individuals that are consistently effective.

Program Standard 4: Evaluation

The induction program has a comprehensive system of formative program development and evaluation that addresses all standards, involves program participants and other stakeholders, and leads to substantive improvements. The program provides meaningful opportunities for professional practitioners and broadly representative community members to become involved in program revision, development and evaluation activities. Program sponsor(s) participate in accountability processes designed to ensure quality and effectiveness of the program.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 4: Evaluation

- 4(a) Local program goals and the induction program standards are the criteria for program evaluation. These criteria include an examination of participating teachers use of standards-based instructional strategies based on state-adopted academic content standards and performance levels for students.
- 4(b) Ongoing program evaluations include information from multiple internal and external sources, such as participants, employers, collaborating partner(s), recent graduates, professional development providers, site administrators, and program staff.
- 4(c) The program regularly collects feedback about program quality and effectiveness from all participants, using both informal and formal measures. The program leader(s) analyze the data, share them with program sponsor(s) and others in a systematic way, and use the data as a source for improving the induction program. At a minimum, the program leader(s) conduct an annual internal program evaluation.
- 4(d) The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of participating teachers form the basis for adjustments and improvements in program design.
- 4(e) Program sponsor(s) participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.

Program Standard 5: Articulation with Professional Teacher Preparation Programs

The local induction program articulates with local professional teacher preparation programs and collaborates regularly with local human resource professionals responsible for employing and assigning teachers. The program staff advises new hires on eligibility and program and professional credential requirements.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 5: Articulation with Professional Teacher Preparation Programs

- 5(a) The program establishes specific linkages with local professional teacher preparation programs that prepare incoming participating teachers. The collaborating partner(s) share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials.
- 5(b) The program establishes specific linkages with human resource and credential personnel in sponsoring organizations in order to identify eligible teachers and inform them of their professional credential requirements.
- 5(c) The program informs all candidates of their eligibility for induction. Eligible candidates include those new to the profession who are teaching on preliminary credentials, those teaching on preliminary credentials who were prepared out of state and have less than five years experience, and those teaching on intern credentials.
- 5(d) The program sponsor(s) establishes clear procedures for receiving documents from professional teacher preparation programs, including the results of the teaching performance assessment, if applicable. As part of these procedures, participating teachers are informed of their responsibility to accumulate evidence of reflective practice, to document all professional credential requirements, and, at the end of the program, to organize this evidence in support of their application for a professional credential.
- 5(e) At the point of hiring, the program informs all eligible teachers of their responsibility to enter a professional teacher induction program within 120 calendar days of the start of the initial teaching contract and provides all eligible teachers with information about program requirements and expectations.
- 5(f) The program leader(s) communicates with school district leaders and administrators regarding the nature and extent of challenging assignments that may jeopardize participating teachers' success or create the need for additional support services. These assignments may include combined classes, out-of-content field classes, multiple preparations, lack of assigned classroom, shared resources and facilities, and highly challenging students.

Program Standard 6: Advice and Assistance

The induction program staff advises participating teachers about their professional development and credential completion requirements. Adequate information about program and credential requirements is readily available to all participants. The induction program staff helps participating teachers who need special assistance, verifies participation of teachers, and recommends for professional credentials only those teachers who complete the induction program.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 6: Advice and Assistance

- 6(a) The program has a planned process to inform participating teachers about program and professional credential requirements within six weeks of entering the program.
- 6(b) The program has a planned process for verifying each eligible teacher's participation in the induction program, for providing feedback about each eligible teacher's level of participation during the program, for providing special assistance to those who need it, and for arriving at a professional credential recommendation for each participant.
- 6(c) The program has a planned process for advising participating teachers who are not suited to continue in the profession. This process includes reflective analysis of evidence that indicates poor teaching performance and a lack of progress toward completion of a professional teacher induction program.
- 6(d) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to stated program criteria at a participating teacher's request.
- 6(e) The program staff informs each participating teacher of his/her responsibility for accumulating evidence of professional growth in relation to: the State-adopted academic content standards and performance levels for students; the *California Standards for the Teaching Profession*; evidence of completion of an annual Individual Induction Plan; and documentation of completion of professional credential requirements.

Program Standard 7: Collaboration

The induction program sponsor(s) collaborates with other education entities, which work both within and across organizational boundaries to develop a coherent, efficient, and effective program for participating teachers. Ongoing collaboration with preliminary teacher preparation programs and professional development organizations is evident. Roles, responsibilities, and relationships are clearly defined and well understood by sponsor(s) and collaborating partner(s). Collaborating partner(s) share resources as set out in collaborative agreements.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 7: Collaboration

- 7(a) The induction program collaborates with at least one other educational organization from among K-12 school organizations, institutions of higher education, and district internship programs operating in the region. Other collaborating partner(s) may include local consortia, county offices of education, educational research firms, teacher organizations, subject matter projects, parent groups, community organizations, foundations, regional consortia, funded projects, and local businesses.
- 7(b) The sponsor(s) recognize and reward induction program leader(s) appropriately. Each program leader's participation in the collaboration is a significant part of his/her ongoing job responsibilities.
- 7(c) The induction program clearly defines in writing each sponsor(s)'s and collaborating partner(s)'s responsibilities for implementing the program. Sponsor(s) and their collaborating partner(s) establish working relationships, coordinate their work, allocate resources appropriately, and are responsible to each other for program outcomes.
- 7(d) Formal linkages are established across the learning-to-teach continuum. Linkages are made between preliminary teacher preparation programs and induction programs; and between induction programs and ongoing individual professional growth planning. Open communication is established and maintained among sponsor(s) and their partner(s), who regularly seek formative feedback. The collaboration yields clear and coherent curricula for participating teachers across the continuum.
- 7(e) The program sponsor(s) consults with representative employee groups.

Program Standard 8: Support Provider Selection and Assignment

The induction program selects support providers for participating teachers, using explicit criteria that are consistent with assigned responsibilities in the program. Support providers are selected and assigned carefully, using a fair, well-articulated process that is monitored consistently. Support providers are assigned to participating teachers in a timely manner, taking pedagogical needs and local context into account.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 8: Support Provider Selection and Assignment

- 8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.
- 8(b) Procedures for selection decisions are clearly defined in writing and consistently followed by program sponsors.
- 8(c) Selection criteria are consistent with the support provider's specified roles and responsibilities, including but not limited to the following:
 - (i) Knowledge of beginning teacher development;
 - (ii) Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
 - (iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
 - (iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;
 - (v) Willingness to share instructional ideas and materials with participating teachers;
 - (vi) Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
 - (vii) Effective interpersonal and communication skills;
 - (viii) Willingness to work collaboratively with a participating teacher;
 - (ix) Demonstrated commitment to personal professional growth and learning; and
 - (x) Willingness and ability to be an excellent professional role model.
- 8(d) Support providers are familiar with the state-adopted academic content standards and performance levels for students, content specific pedagogy, state-adopted curriculum frameworks, and the specific needs of the student population taught by the participating teacher(s) to whom they are assigned.
- 8(e) The program leader considers input from the participating teacher in pairing the support provider with the participating teacher. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.

- 8(f) The program matches support providers with participating teachers taking into consideration credentials held; subject matter knowledge; orientation to learning; relevant experience; current assignments; and geographic proximity. Assignments of participating teacher to support provider are made in a timely way that allows the pair to begin working together when teaching begins.

Program Standard 9: Support Provider Professional Development

Each induction program provides preparation and professional development for support providers to train them for their work with participating teachers. Support providers are given opportunities to prepare for the roles they are assuming, to assess and reflect on their efforts, and to participate in ongoing professional development.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 9: Support Provider Professional Development

- 9(a) The program incorporates professional development for support providers when they initially assume their roles, and offers multiple, additional opportunities to acquire and enhance their knowledge and skills.

- 9(b) The program provides professional development for support providers including the development of the knowledge and skills needed to:
 - (i) Identify and respond to diverse needs of participating teachers;
 - (ii) Engage in reflective conversations about teaching practice;
 - (iii) Assist participating teachers in understanding the local context for teaching;
 - (iv) Formatively assess participating teachers on the *California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks;
 - (v) Use the evidence from formative assessments fairly and equitably with participating teachers;
 - (vi) Use assessment evidence to develop individualized induction plans with participating teachers;
 - (vii) Discuss with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential; and
 - (viii) Establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.

- 9(c) Program provides professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.

- 9(d) Support providers have regularly scheduled time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.

- 9(e) The program assesses the quality of services provided by support providers to participating teachers using multiple sources of evidence, including information from participating teachers. The program leader(s) provides formative feedback to support providers on their work, and retain in the program only those support providers who are successful.

Implementation Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

A: Program Design

Program Standard 10: Program Design

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students. The induction program design, consistent with the program's stated rationale, has a sound theoretical and scholarly basis, is relevant to the contemporary conditions of schooling in California, and leads to a professional credential. It focuses on the *California Standards for the Teaching Profession*, state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 10: Program Design

- 10(a) The program rationale articulates a clear understanding of teacher induction and describes how the selected design is responsive to local contexts, including local educational priorities and goals for student learning.
- 10(b) The program design is based upon a clearly defined set of learning outcomes for participants so that all of their students can meet or exceed the student content standards. Program goals and intended outcomes are reviewed and revised as necessary, based on formative program evaluation data.
- 10(c) The program design includes a planned process for advising participating teachers about their involvement in the induction program, for providing formative feedback about participants' progress toward completion of the program, and for arriving at a professional teaching credential recommendation for each participating teacher.
- 10(d) The program design provides opportunities for participating teachers to learn and demonstrate knowledge, understanding, and application of state-adopted academic content standards and performance levels for students and of state-adopted curriculum frameworks at their assigned grade level(s).
- 10(e) The program design includes a coherent plan to provide systematic opportunities for participating teachers to learn and apply the principles, concepts and pedagogical practices for teaching English

learners that support mastery of the State-adopted academic content standards and performance levels for students; for creating a healthy environment for student learning; for supporting equity and diversity; for teaching special student populations; and for using computer technology to support student learning, as described in Categories B and C.

- 10(f) The program design specifies criteria for individual teacher program participation and for the completion of professional teaching credential requirements, as well as a clearly specified process for making professional teaching credential recommendations. Participating teachers assemble evidence to demonstrate growth in relation to the *California Standards for the Teaching Profession* and the state-adopted academic content standards and performance levels for students, evidence of completion of an annual Individual Induction Plan, and evidence to document their completion of the induction program. Program guidelines for making credential recommendations follow those established by the California Commission on Teacher Credentialing.
- 10(g) The program design describes how continuity occurs for participating teachers between their professional teacher preparation and their subsequent professional teacher induction program, as well as between participants' induction activities and their ongoing individual professional growth plans.
- 10(h) The program maintains an individual and complete record of each participating teacher's program participation, including documenting progress towards completion of professional credential requirements. All records for each participating teacher are transportable, enabling teachers to move from one induction program to another.

Program Standard 11: Roles and Responsibilities of K–12 School Organizations

The induction program informs and includes school administrators and policy boards in the design, implementation, and ongoing evaluation of the induction program. K-12 school leaders set policies and take actions to promote the success of participating teachers through assignment practices that take participants' novice status into consideration, and by providing additional time and resources to teachers assigned to more challenging settings. School site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 11: Roles and Responsibilities of K–12 School Organizations

- 11(a) The program leader(s) clearly communicate the program's rationale, goals, and design to the school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning, and supporting participating teachers.
- 11(b) The K-12 school organization provides support services appropriate to the working conditions experienced by beginning teachers. Efforts are made to secure assignments for beginning teachers that optimize their chances for success.
- 11(c) The program provides professional development for site administrators in order that administrators will become familiar with the program components, formative assessment process, and development of the Individual Induction Plan. The content of this training will include, but is not limited to:
 - (i) Teacher preparation across the learning-to-teach continuum;
 - (ii) Beginning teacher development;
 - (iii) Identifying working conditions that optimize participating teachers' success;
 - (iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;
 - (v) Understanding the role of support providers in the induction process; and
 - (vi) Respecting the confidentiality between the support provider and participating teachers.
- 11(d) The program works with site administrators to establish a culture of support within their school for the work to be done between participating teachers and support providers. Commitment from the site administrator will include, but is not limited to:
 - (i) Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies;
 - (ii) Introducing participating teachers to the staff, and including them in the school's learning community;
 - (iii) Helping to focus the learning community on the State-adopted academic content standards and performance levels for students and the *California Standards for the Teaching Profession*;
 - (iv) Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating participating teachers' and support providers' participation; and
 - (v) Participating in program evaluation.

Program Standard 12: Professional Development Based on an Individual Induction Plan

Each induction program provides comprehensive, extended preparation and professional development for participating teachers designed to support their attainment of the *California Standards for the Teaching Profession* (CSTP) in relation to the State-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks. Professional growth is guided by the development and implementation of an annual Individual Induction Plan (IIP) and documented in the participants' professional teaching credential application. Professional development and extended preparation for participating teachers is characterized by an approach that integrates the process of individualized support and assistance from support providers with formal professional development offerings.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 12: Professional Development Based on an Individual Induction Plan

- 12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using technology to support student learning, as described in Categories B and C.
- 12(b) Support providers assist participating teachers to develop and implement an Individual Induction Plan (IIP) annually, which their prior preparation, training and experience. Results of the teaching performance assessment, when available, guide initial planning. CSTP-based formative assessment evidence guides the development, monitoring and ongoing revisions of subsequent Individual Induction Plans.
- 12(c) The IIP includes professional growth goals, outlines specific strategies for achieving those goals, including professional development activities and/or university courses; documents the participating teacher's progress in meeting the goals; and is monitored and revised at specified intervals as additional needs are identified.
- 12(d) Regular, on-going formal and informal meetings between support providers and participating teachers focus on the CSTP and the state-adopted K-12 academic content standards and performance levels for students, and are structured to provide the individualized support needed by the participating teacher.
- 12(e) The support provider and the participating teacher have sufficient time allocated by the program to work together so that participating teachers consider formative assessment evidence and develop planned, systematic opportunities to improve their teaching.

- 12(f) The program has clear guidelines, for the ratio of support provided to participating teachers by support providers. These guidelines are based on knowledge about learning to teach and knowledge of the level of support necessary to successfully meet the induction standards. This ratio applies to support providers who are full-time teachers, full-time released teachers, part-time teachers, or part-time released teachers.

Program Standard 13: Formative Assessment Systems for Participating Teachers

Each induction program's formative assessment system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each standard of *The California Standards for the Teaching Profession (CSTP)* and in relation to the state-adopted academic content standards and performance levels for students. The results are used to guide professional development. The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria. Participating teachers direct the uses of formative assessment evidence generated from their teaching practice.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 13: Formative Assessment Systems for Participating Teachers

- 13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of *The California Standards for the Teaching Profession* and the State adopted academic content standards and performance levels for students in the context of their teaching assignments.
- 13(b) The formative assessment system provides for assessment monthly during the school year of each participating teacher's classroom-based practice in relation to the *CSTP* and to the state-adopted academic content standards and performance levels for students. Assessment evidence is shared with each participating teacher in a timely manner.
- 13(c) The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the *CSTP*. Multiple measures include observation, the process of inquiry, and analyzing student work products.
- 13(d) Within the assessment system, criteria identify multiple levels of teaching performance based on each element of the *CSTP* to formatively assess each participating teacher's growth and practice.
- 13(e) The program includes a process for developing and implementing an Individualized Induction Plan (IIP) for each participant, based on formative assessment evidence, to document the support, extended preparation, and professional growth of participating teachers. The IIP process begins with a review of results from the Teaching performance assessment, when available, and then is used to document professional growth activities. The IIP is informed by formative assessment information and completed during each induction year.
- 13(f) The formative assessment system is characterized by:
 - (i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the *CSTP*;
 - (ii) *CSTP* element-specific criteria used to make professional judgments about teaching evidence;

- (iii) Assessment evidence that includes both teacher work and student work and informs future practice in relation to the *CSTP* and to the state-adopted academic content standards and performance levels for students; and
 - (iv) A reflective process based on the *CSTP* that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.
- 13(g) As directed by each participating teacher, formative assessment evidence may be presented as evidence for professional credential completion. Formative assessment results are used to guide professional development and are not appropriate for use by site administrators or others for the purpose of teacher evaluation or employment decisions.
- 13(h) The program implements a formal evaluation process to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training.

Program Standard 14: Completion of the Professional Teacher Induction Program

The program sponsor(s) provide the necessary opportunities for each participating teacher to complete all professional credential requirements. The induction program includes a clearly specified process for making professional credential recommendations and verifies that participating teachers complete all requirements before recommending them for the credential.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 14: Completion of the Professional Teacher Induction Program

- 14(a) Program sponsor(s) assure that each participating teacher is provided clear information about program and credential requirements within six weeks of entering the induction program (Standard 6).
- 14 (b) Program completion requirements include, but are not limited to, the following components at a minimum:
 - (i) Documentation of Teaching performance assessment outcomes from the professional teacher education program, when available.
 - (ii) An annual Individual Induction Plan (IIP), documenting planned professional growth activities based on formative assessment information and individual needs. (Standard 12)
 - (iii) Demonstrated application of the *CSTP* and state-adopted frameworks and adopted curriculum materials in one content area in the context of his/her instructional practice, showing response to individual diverse student needs, beyond what was demonstrated for the preliminary credential. (Standards 13 &15)
 - (iv) Evidence of participation in professional development activities including:
 - (a) Attendance at planned events (Standard 12)
 - (b) Consistent collaboration with a Support Provider (Standard 13)
 - (v) Demonstrated knowledge of the following:
 - (a) Using technology to support student learning (Standard 16)
 - (b) Equity, diversity, and access to the core curriculum (Standard 17)
 - (c) Creating a supportive and healthy environment for student learning (Standard 18)
 - (d) Teaching English learners (Standard 19)
 - (e) Teaching special populations (Standard 20)
- 14 (c) The program sponsor(s) have a process for verifying completion of the professional teacher induction program and recommending for the professional credential only those participating teachers who have met all requirements. (Standard 7).

B: Teaching Curriculum to All Students in California Schools

Program Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy

Each participating teacher grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary credential. Each participating teacher also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each participating teacher delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy

- 15(a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- 15(b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).
- 15(c) Each participating teacher collaborates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- 15(d) Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the adopted instructional program in the selected curricular area(s).
- 15(e) Each participating teacher demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.

- 15(f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.
- 15(g) Each participating teacher demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.
- 15(h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

Program Standard 16: Using Technology to Support Student Learning

Each participating teacher builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Each participating teacher is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each participating teacher makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each participating teacher integrates these technology-related tools into the educational experience of students, including those with special needs.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 16: Using Technology to Support Student Learning

- 16(a) Each participating teacher communicates through a variety of electronic media.
- 16(b) Each participating teacher interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology -enhanced curriculum.
- 16(c) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.
- 16(d) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- 16(e) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- 16(f) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- 16(g) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

C: Teaching All Students in California Schools

Program Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. Participating teachers identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. The program provides opportunities for each participating teacher to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999¹. Each participating teacher examines and analyzes personal and institutional biases that impact student learning and seeks to eliminate them from professional practice.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum

- 17(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.
- 17(b) Each participating teacher systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.
- 17(c) Each participating teacher assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.
- 17(d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- 17(e) Each participating teacher examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.

¹ Full text of Assembly Bill 537, Chapter 587, Statutes 1999 maybe found in the Appendix.

- 17(f) Each participating teacher recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.

- 17(g) Each participating teacher recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.

Program Standard 18: Creating a Supportive and Healthy Environment for Student Learning

In the professional teacher induction program, each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well being. Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 18: Creating a Supportive and Healthy Environment for Student Learning

- 18(a) Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- 18(b) Each participating teacher implements accident prevention strategies within the classroom and the school site.
- 18(c) Each participating teacher uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- 18(d) Each participating teacher knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- 18(e) Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.

- 18(f) Each participating teacher uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.

- 18(g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

Program Standard 19: Teaching English Learners

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 19: Teaching English Learners

- 19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- 19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- 19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- 19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- 19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- 19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

- 19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- 19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- 19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- 19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- 19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

Program Standard 20: Teaching Special Populations

Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each participating teacher demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 20: Teaching Special Populations

- 20(a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- 20(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- 20(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- 20(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- 20(e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.

- 20(f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.

