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Information/Action

Educator Preparation Committee

Update on the Work of the Induction Task Group

Executive Summary: This agenda item provides an update on the work to strengthen and streamline the Commission's Accreditation system. The item reports on the work of the Induction Task group.

Policy Question: Does the work to date align with the Commission's expectations?

Recommended Action: That the Commission provide feedback on the work to date and direction for future work.

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Update on the Work of the Induction Task Group

Introduction

This agenda item presents an update on the Induction Task Group work to date to strengthen and streamline the Commission's Accreditation System. An update was provided at the April 2015 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4B.pdf>). This item reports on and presents work products from the May 15 Induction Task Group meeting and describes the plan to complete the remaining work.

Background

The Commission directed that the work to *Strengthen and Streamline the Accreditation System* should reduce the emphasis on program inputs and increase the focus on program outcomes – what candidates know and are able to do at the completion of the preparation program. With respect to new teacher induction, the work was also informed by the Governor's draft budget for 2015-16 which directs the Commission to evaluate the burden of the current induction requirements on school districts and new teachers; identify options for streamlining and reforming beginning teacher induction; and determine what the responsibility of school districts should be to provide key induction supports for new teachers, such as mentoring.

In response to this directive, the Induction Task Group was charged to review and revise the General Education Induction and Clear Credential Program Standards and regulations governing induction.

The tasks identified for the Induction Task Group included the following:

- Focus standards on the selection and training of support providers/coaches and mentoring of new teachers, reduce focus on 'paperwork'
- Include mental health and restorative justice concepts
- Incorporate enhanced knowledge and skills regarding teaching English learners to reflect current research and issues in the field
- Incorporate enhanced knowledge and skills regarding teaching students with disabilities
- Revise definition of 'if available' as related to Induction
- Make recommendations about the responsibilities of employers who hire preliminary credentialed teachers
- With the **Accreditation Policy and Activities Task Group**, make recommendations on accreditation for second tier preparation programs
- With the **Accreditation Policy and Activities Task Group**, review proposed revised Common Standards
- Connect induction to preservice preparation including the TPA
- Consider the appropriate role of assessment in Induction

The Induction Task Group met three times in person (January, March and May 2015) as well as a number of times through technology. Provided in this agenda item are draft Induction standards, draft Preconditions, and an outline for a Guidance Document that the Task Group recommends be developed and provided to Induction programs to support the transition to revised standards. After the May 2015 meeting of the Task Group, staff began to develop an electronic survey to gather feedback from the field on the recommendations from the Task Group. The survey opened at the end of May and an oral update will be provided on the feedback gathered as of the June 2015 Commission meeting.

This agenda item is presented in four parts with questions for the Commission's consideration:

- General Recommendations
- Draft Preconditions
- Draft Induction Standards
- Guidance Document

The field has had limited opportunity to provide feedback on the Preconditions, Standards and the outline for the Guidance Document.

General Recommendations

In addressing the burden of current induction requirements and to progress with streamlined reforms, the Task Group identified the following broad areas as needing change in order to reduce encumbrances for school districts and participating teachers.

1. Requirements for induction of new special education teachers (Clear Education Specialist Induction Programs) should be aligned with the revised general education induction standards.

Rationale: The Task Group proposes coordination between these two sets of standards to streamline and simplify induction for both the program providers and candidates. Providing support to new teachers is essential and the Task Group recommends that standards for Special Education teachers should be streamlined in the same manner as for General Education teachers. The Task Group affirms that both general education and special education teachers should be supported by mentors who hold the appropriate credential and have the knowledge and skills to provide support to the new teacher.

Implementation: The Commission has authority over both the General Education Induction Standards and the Clear Education Specialist Induction Standards and this recommendation can be implemented through the program standards.

2. All General Education Clear Teaching Credential programs should be required to meet the Induction Program Standards.

Rationale: This Task Group proposal is intended to support uniformity for the purpose of equal rigor in order to strengthen the routes to the earning the clear general education

credential and ensure that all new general education teachers are supported in the transition from Preliminary preparation to inservice teaching.

Implementation: The Commission has authority over both the General Education Induction Standards and the General Education Clear Program Standards and this recommendation can be implemented through the program standards.

3. The Induction Standards be focused on the California Standards for the Teaching Profession.

Rationale: The Task Group designed CSTP based Induction Standards with the agreement that the CSTP represent the fundamental knowledge and skills that program participants must demonstrate. These include cycles of inquiry, engagement within a professional community, integration of elements of the professional knowledge base in the service of learning, growth, and development of diverse students across varying contexts and a common set of professional and ethical obligations that includes a profound and fundamental commitment to the growth and success of the individual students.

Implementation: The Commission has authority over the General Education Induction Standards and this recommendation can be implemented through the program standards.

4. Mentoring is the basis of the Induction program and the focus of the mentoring is to meet the new teacher's immediate needs and to support long term teacher growth through reflection. The five year window of time that a teacher can serve on a Preliminary credential should not begin until the individual is employed as a teacher.

Rationale: The Task Group underscored the vital importance of assuring that candidates receive consistent, ongoing and high quality mentoring along with sufficient time for both the candidate and the mentor to accomplish their mutual work is absolutely necessary in order to revise, streamline, and update the statewide Induction system.

Implementation: The Commission has authority over the General Education Induction Standards and this recommendation can be implemented through the program standards.

5. The candidate must be employed in an assignment authorized by the Preliminary credential to be eligible for Induction.

Rationale: The Task Group asserts that in order to strengthen induction and be able to participate in the experiences which should be required by the program it is necessary that participants have job embedded employment based on the credential they hold and are clearing.

Implementation: This recommendation would need language in both the Program Standards and the Preconditions as well as Title 5 regulations. The Commission has authority over the General Education Induction Standards as well as the Preconditions.

This recommendation can be addressed by a Precondition as well as the Induction program standards. Title 5 regulations would be necessary to put in place a Certificate of Eligibility for individuals who complete a Preliminary preparation program and are eligible for a teaching credential but do not have a position. At the time the individual has an offer for a position that meets the requirements of the Induction Standards and Preconditions, the individual would be able to convert the Certificate of Eligibility to a Preliminary teaching credential.

6. An Individualized Learning Plan will be developed that includes a cycle of inquiry guided by the following: the candidate's current assignment, career aspirations, and local and state initiatives.

Rationale: The Task Group asserted that induction participation be based on inquiry wherein teachers use evidence and analysis of students' strengths and struggles, and their own performance, goals and context to guide their practice in support of student learning.

Implementation: The Commission has authority over the General Education Induction Standards and this recommendation can be implemented through the program standards.

Commission discussion of the General Recommendations:

- 1) Do these general recommendations support the Commission' goals of strengthening, streamlining and reducing the burdens of induction?
- 2) Does the Commission have direction for staff to move forward with plans to implement one or more of the general recommendations?

Preconditions for Induction Programs

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Preconditions are also issues that can be widely agreed upon as 'Yes' it is in place, or 'No' it is not in place. Preconditions do not need a professional judgment from an educator to determine if it is met or not. The Task Group recommends the following Preconditions as fundamental to allow an LEA or IHE to offer induction.

1. Each Induction Program must be designed as a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the candidate's first year of teaching.
2. Each Induction program must identify and assign a mentor to each candidate within the first 30 days of the candidate's enrollment in the program, matching the mentor and candidate according to defined criteria. The candidate must receive an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

3. Individual candidate goals within the Individual Learning Plan must be developed within the first 60 days of enrollment in the program.
4. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.
5. An institution sponsoring a teacher induction program shall make available and advise candidates of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.

Key questions for Commission discussion of the draft Preconditions:

- 3) Are the draft preconditions clear?
- 4) Are there any concepts in the draft preconditions that should be removed?
- 5) Are there concepts missing from the draft preconditions?

Induction Program Standards

Below are the titles for the proposed Induction Standards developed by the Induction Task Group.

Standard 1: Program Purpose

Standard 2: Components of the Mentoring Design

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

Standard 4: Qualifications, Selection and Training of Mentors

Standard 5: Determining Candidate Competencies for the Clear Credential Recommendation

Standard 6: Program Responsibilities for Assuring Quality of Program Services

As the Task Group developed the proposed Induction Standards, the discussion was guided by the direction from the Commission to focus new teacher induction on job embedded mentoring in the new teacher’s classroom, ensuring high quality mentoring from individuals who have knowledge of adult learning theory, excellent pedagogical practices, and understand the needs of new teachers. The Task Group also remained cognizant of the language in the Governor’s proposed budget to identify options for streamlining and reforming new teacher induction. The full text of the proposed Standards is provided in Appendix A.

Key questions for Commission discussion of the draft Induction Program Standards:

- 6) Are the draft standards clear?
- 7) Are there any concepts in the draft standards that should be removed?
- 8) Are there concepts missing from the draft standards?

Induction Standards Guidance Document

A full implementation guidance document will be produced to provide technical assistance to the field to clearly convey to programs their role and the need to focus on defining clear outcomes for the mentoring process and for candidate demonstration of growth during

Induction. The implementation guide will include the expectation that documentation required of the candidate and the mentor by the program should be designed to be succinct and not impose a burden on the candidate, of the importance of using defined candidate and program outcomes in a streamlined manner to document candidate and program quality, and not to overproduce or rely on lengthy documentation of inputs. The Task Group generated an outline of the proposed guidance document that will help programs reorient their design and services to these expectations. The outline for the document is provided in Appendix B.

Staff Recommendation

Staff asks that the Commission discuss the General Recommendations, the Preconditions and the draft Induction Program Standards, the questions posed in this agenda item, and provide feedback to guide the next steps.

Next Steps

Based on the Commission's discussion, staff will work with the co-chairs of the Induction Standards Task Group to refine the General Recommendations, Preconditions, and/or the Program Standards. Updated recommendations will be brought to the August 2015 Commission meeting for discussion and possible adoption.

Appendix A

Induction Program Design for Mentoring Clear Teaching Credential Candidates

Standard 1: Program Purpose

Each Induction Program must support candidate development and growth in the profession through designing and implementing a robust mentoring system as described in the following standards that helps each candidate work towards meeting the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design

The Induction program's mentoring design is based on a sound rationale informed by theory and research, and provides multiple opportunities for candidates to demonstrate growth in the *California Standards for the Teaching Profession*. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher, site administrator, and program provider and identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The individualized learning plan (ILP) provides the road map for candidates' induction work during their time in the program along with guidance for the mentor in providing support. The ILP is collaboratively developed at the beginning of induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP includes candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment will provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, and early childhood education. Within the ILP, professional learning and support opportunities for each candidate are identified for candidates to practice and refine effective teaching practices for all students. The program assists the candidate and the mentor with assuring the availability of resources necessary to accomplishing the ILP. The program ensures dedicated time for regular mentor and candidate interactions and other activities contained in the ILP. In addition, the mentoring process supports candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor encourages and assists candidates to connect with and become part of the larger professional learning community within the profession.

Standard 4: Qualifications, Selection and Training of Mentors

The induction program selects qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Clear Credential holder
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development via providing modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program provides ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments,
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks.
- Program processes designed to support candidate growth and effectiveness

Standard 5: Determining Candidate Competencies for the Clear Credential Recommendation

The Induction program must include a variety of assessments to demonstrate candidate progress towards mastery of the *California Standards for the Teaching Profession* and to support the recommendation for the Clear Credential. The assessments must be consistent with the learning and professional growth goals indicated within the Individualized Learning Plan.

Prior to recommending a candidate for a Clear Credential, the Induction Program sponsor verifies that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification is based on a review of observed and documented evidence, collaboratively assembled by the candidate and the mentor and/or other colleagues according to the program's design. The Induction program's review includes a defensible process

of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program regularly assesses the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures are in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program provides a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the induction system.

Appendix B

Outline for the Guidance Document

Preconditions

- What does evidence look like for the Pre-Conditions? How do programs show that they have met these preconditions?
- Rationale: Induction is a process of acculturation that takes time.
- Clarify definitions and or criteria for:
 - Two-year, individualized, job-embedded system
 - System of mentoring, support and professional learning
 - Begins in 1st year, First 30 days of enrollment
 - Coordinated support
- Average of not less than one hour per week of individualized support/mentoring
- Provide examples of mentor logs

Standard 1: Program Purpose

- Clarify and give examples of:
 - Robust mentoring system
 - Candidate development and growth i.e. growth mindset, developing habits and practices
- Caution against ‘excessive documentation’ which is not reflective of a robust mentoring system

Standard 2: Components of Mentoring Design

- Mentoring Design
- Just in time supports
- Individualized Learning Plan - based on needs determined by teacher, site admin, and program credential
- Possible ways to frame this statement, “Designed to strengthen candidate’s professional practice and future retention”/ “Develop enduring professional skills”
- Growth mindset
- Habits of inquiry and teacher research
- Examples of “longer term analysis of teaching practice”
 - Learning focused conversations
 - Mentor-facilitated conversations
 - Cycles of inquiry as connected to the Individualized Learning Plan
- Clarify Connections to previous standards:
- CSTPs reflect the current Program Standards 5 and 6. Focus on equity, English Learners, and special populations is reflected in the CSTPs.

Standard 3: Designing and Implementing ILP within the Mentoring System

- ILP: emphasis on goals that are meaningful, measurable, relevant, and contextual
- Professional learning and support opportunities connected to the ILP

- ILP refines effective teaching practices for all students
- Availability of resources necessary to complete the ILP
- Consistent practice of reflection
- Connections with larger professional learning community

Standard 4: Qualification, Selection and Training of Mentors

- System of Support
- Longer term guidance to promote enduring skills
- Mentoring Instruments
- Best Practices in Adult Learning
- Mentoring Professional Learning Networks
- Program Processes designed to support growth and effectiveness
- Clarify Private school equivalency/dyad options for Clear Credential requirement

Standard 5: Determining Candidate Competencies for Clear Credential Recommendation

- Variety of Assessments
- Program activities and Requirements
- Caution against Excessive Documentation
- Any documentation of the inquiry process and outcomes required of the candidate and the mentor by the program is designed to be succinct and not impose a burden on candidates.
- Professional development is individualized and aligned to the ILP
- Demonstrate Progress towards Mastery of CSTP
- Support Recommendation for Clear
- Assessments consistent with ILP
- Satisfactory Completion
- All feedback is timely and supports growth
- Documenting the basis for recommending for the clear
- Observed and Documented Evidence Collectively Assembled
- Defensible process

Standard 6: Program Responsibilities for Assuring Quality of Program Services

- Assessing Mentor Services
- Candidate Feedback on mentor quality
- Mentor Quality and perceived effectiveness of support in implementing the ILP
- Formative feedback to mentors including establishment of collaborative relationships
- Procedures for reassignment
- Coherent overall system of support