



Induction and Individual Development Plans (IDP) Updated: October 16, 2020

- Q1. What does Induction look like for candidates that only need to pass the RICA?**
- A2. For candidates who need to pass the RICA only, the candidate will participate fully in Induction and will be supported by their preliminary program to take and pass the RICA. Per Executive Order N-66-20 and SB 820 (Committee of Budget and Fiscal Review), these candidates will be recommended for a Preliminary credential and passage of the RICA has become a Clear credential requirement.
- Q2. Is there an IDP form from the state? And if the only modification is distance learning, do we need to say anything else? Clearly, this second semester is going to be a mixture of the regular setting and the remote setting.**
- A2. Preliminary programs develop their own IDP forms. IDPs are based upon the TPEs, which are aligned to the CSTP. The IDP identifies the areas/TPEs where the program completer is stronger and where the individual needs additional support. The Program Modifications document can state that the new teachers are teaching through distance learning. If there are no other modifications to the induction program, that is all that would need to be included.
- Q3. Does university support for the induction candidates include observations?**
- A3. Program responsibilities for supporting candidates will be guided by each candidate's needs. University support may or may not include observations. The initial program has supervised the candidate this year and provided substantive feedback. If the new teacher will be observed by the preliminary program, this should be noted on the IDP.
- Q4. Does the support for the TPA completion come from the induction program? If so, will they receive training?**
- A4. Candidates who have not completed their TPA will focus on completing their TPA during their first year of Induction. Preliminary Program Standard 5 states that candidates receive support during their engagement with completing a TPA. The preliminary program should have already imparted the necessary knowledge to the candidate to be able to complete the TPA. In addition,

the preliminary program will have a point of contact for the candidate for TPA-specific questions.

Q5. What is the difference between an IDP and an ILP?

A5. The IDP is the Induction Development Plan that the candidate brings to the induction program is used to inform the development of the initial ILP as outlined and required in Preliminary Credential Program Standard 6: *Induction Individual Development Plan Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.*

The Individual Learning Plan (ILP) is the roadmap documenting the new teacher's growth during the induction program.

Q6. Do Education Specialist candidates need an IDP? We have not used one in the past.

A6. All Preliminary Teacher candidates must have an IDP. Current Education Specialist Program Standard 16 states that *"An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program."*

Q7. I understood that the PS (IHE) has the preliminary Education Specialist candidate complete a Transition Plan at the end of their preliminary program, not the IDP as this is completed by the employer who conducts the Induction program. Please advise.

Q7. Please see the response to question #5 above.

Q8. We already completed all the ILP/IDP forms. Shall we redo and restart that with our candidates?

A8. The program should add an addendum to the candidate's IDP if the candidate had modifications to their program. The addendum should document the specific modifications to the program for that candidate.

Q9. What is an IDP and How do I get an IDP?

A9. An IDP is a document that each Preliminary program has developed. It should address the six TPEs, identifying where the candidate has demonstrated strengths and where the candidate needs additional support for growth. The "enhanced" IDP should also include any modifications to the candidate's program and program requirements that the candidate has not yet completed for that individual due to COVID-19. If the candidate completed only 2 weeks of solo teaching rather than 4 weeks, the IDP should state that so the Induction program knows that this individual may need additional support in planning units and getting their classroom going. The candidate's Preliminary Program develops the IDP with the candidate.

Q10. Do you have an IDP template?

There is no set template for the IDP. Typically, institutions create a document that is aligned to the TPEs. The IDP is created by the preliminary preparation program.

Q11. For Education Specialist candidates, how specific do we need to break down the remote teaching? Include Chrome books, Zoom conferences, Google Hangouts, all sorts of different ways of getting students to participate, etc. Do we need that level of specificity? And does this go on an IDP or is it just part of the Transition to Induction document?

A11. The program should include any program modifications on the IDP, which is the transition to Induction document. This document would include transitioning to teaching in a virtual environment. A candidate can share the specifics of the virtual experience with his/her mentor during induction.

Q12. Regarding enhanced IDP requirements, since it is the candidate's responsibility to provide that document (and the preliminary program) and that often does not happen in a formal official way, do we have another check and balance to know what is needed for future specific support in induction?

A12. Induction programs can include IDP information as a local entry requirement as applicable, which provides the increased expectation for candidates to bring and share their IDP. Commission staff will be providing further guidance to preliminary programs about the importance of the enhanced IDP for PS-VTW candidates.

Q13. Are there any assurances that candidates will come to Induction with detailed IDPs?

A13. The Commission will work with preliminary preparation programs to provide guidance on the necessity of the enhanced IDP for candidates on a PS-VTW. It is expected that preliminary program personnel and candidates will meet to identify the credential requirements each candidate still needs to complete to meet all program requirements as well as information on program modifications that were put in place for the candidate. This information is documented on the enhanced Individual Development Plan (IDP) that the candidate will bring to the induction program.

Q14. My program just recently received preliminary approval. Are we also allowed to make changes, and document those changes as you outlined here? We are thinking about our site visit in three years, and wanting to be aligned with earning full approval.

A14. Yes, approved programs may also make changes and document them for an upcoming site visit.

Q15. So, if we have an induction program that is up and running (online), we should continue with our program for 2019-20?

A15. This is an individual decision to be made by the program, depending on the program's current context. If candidates and mentors are able to continue meeting, that program may continue candidate-mentor meetings until the end of the school year. If school activity has been terminated, the program may decide to stop the 2019-2020 program at this point in time.

Q16. If a teacher's entire induction experience centers around trying to pass the RICA, and it takes them until the end of their induction experience to do so, they can still be recommended for the clear? Does the same apply for interns?

A16. For all candidates, the ILP goals are based in the CSTP which should adapt to candidate needs. The RICA goals would fit into this. Should it take two years to pass the RICA, then the candidate

would be recommended for the preliminary and the clear credential. It is important to remember however, that the expectation of support throughout the induction experience is that all candidates will have teaching support in their instructional setting, including ‘just in time’ and opportunities for reflective inquiry aligned with CSTP that is prioritized according to candidate needs as well as support to attain the preliminary credential.

Q17. Can you clarify...does the candidate need to be employed to begin induction with the waiver?

A17. Yes. The purpose of the PS-VTW is for the candidate to be employed while completing the final requirements of their preliminary program that was interrupted due to the COVID 19 crisis.

Q18. What if an employer does not allow the new teacher serving on a PS-VTW to be in an induction program the first year?

A18. The Commission will provide guidance to employers about the role of induction in supporting candidates on PS-VTWs. If there is an issue for an induction program working with a partner then they should reach out to the Commission for assistance.

Q19. I’m trying to imagine what the requirements will look like. Are we supporting PS-VTW and Interns during their first year to pass the CalTPA during their first year, in lieu of their induction portfolio work?

A19. Yes. Supporting these candidates’ professional growth meets the individual candidate’s needs whatever those may be. Induction-based work for a candidate should focus on their need areas and the CSTP- based ILP is adapted accordingly.

Q20. What flexibility is there for induction as we close this school year?

A20. Flexibility options include designating the 2019-2020 year of induction program participation to be a full year so there is no need for this year’s candidates to complete an additional 3-4 months of induction in 2020-21 to satisfy the 2019-20 year. Programs still maintain the ability to not recommend a second-year candidate for the Clear credential if the individual had not been participating in the program and making satisfactory progress at the time of the COVID crisis.

Q21. If a candidate starts Induction working on their TPA does that extend the 2-year induction?

A12. No, the completion of the preliminary program requirements (TPA, RICA) during Induction should count for Induction. Induction should allow for this since it is personalized, job-embedded experience.

Q22. Programs will have a need for more mentors given preliminary eligibility now being amended per the Precondition...to now include intern extensions and PS-VTW.

A22. A district may be hiring new teachers. In a “regular” year, most of these newly hired teachers would hold a preliminary credential and enter an induction program. The number of new hires for a district may include newly hired teachers holding a PS-VTW rather than a preliminary credential. The number of new teachers hired is the same in either case.

Q23. Would you suggest preliminary mentor supports roll into induction as mentors to make the support more streamlined?

- A23. If the question is asking if veteran educators who provided support for a candidate in a preliminary teaching credential program should be encouraged to transition into becoming induction mentors in order to streamline the support provided to the PS-VTW candidates, yes, this is an option a program may pursue.
- Q24. Does a candidate have to have a PS-VTW in order to begin Induction without the preliminary?**
- A24. Yes, the candidate must hold a PS-VTW or an Intern extension. Executive Order N-66-20 will allow candidates to be recommended for the Preliminary credential when the candidate has not passed the RICA, the TPA or both between March 19, 2020 and August 31, 2020. These candidates should be supported similar to a new teacher who holds a PS-VTW or an Intern extension.
- Q25. If a credential candidate does not complete the program until the end of the school year, do we just provide Just in Time support all year and count it as a year of Induction?**
- A25. Yes. However, “just in time” support addresses the day-to-day needs of a candidate while the IIP addresses long-term professional practice of the teacher (which in the case of the PS-VTW, is the completion of the requirements of the preliminary program), as reflected in the application of the CSTP.
- Q26. Can candidates entering induction on a PS-VTW required to complete induction requirements (prior to completing their preliminary requirements), for example the ILP? Or are those induction requirements put on hold until the candidate completes their preliminary requirements?**
- A26. Whether the candidate enters the program holding a preliminary credential, an intern extension, or a PS-VTW, they will be addressing the requirements for professional growth in the CSTP, which ARE the induction requirements. For all candidates, the ILP goals are based in the CSTP, and the goals should adapt to current candidate needs. It is expected over the induction experience that all candidates will have teaching support in their instructional environment, including ‘just in time’ support and opportunities for reflective inquiry aligned with CSTP that is prioritized according to candidate needs as documented on the ILP.
- Q27. Is there a chance that a candidate would take the full two years to finish their preliminary program?**
- A27. Candidates coming into induction on a PS-VTW should have a very limited amount of work to complete from their preliminary program. It is not expected that they would take two years to complete the final parts of the preliminary program.
- Q28. Can candidates take the full 2 years of induction just to complete tests like RICA, etc.? And at the end be recommended for a clear?**
- A28. Executive Order N-66-20 suspends the TPA and RICA requirements for candidates who have not yet met these requirements, allows the candidate to be recommended for the Preliminary credential, and moves the RICA and TPA to Clear Credential requirements. The Executive Order authorizes this for candidates impacted by COVID-19 between March 19, 2020 and August 31, 2020.

- Q29. If the work in their preliminary program is to count toward the initial ILP, do we need this work separately documented in our program's ILP form?**
- A29. No separate document is needed, only a single ILP form. The PS-VTW candidate or intern on an extension should have a support and goal plan from the onset and the ILP is a natural place for this. The initial ILP goals are based in the CSTP, and the goals should adapt to candidate needs, including goals from the preliminary program aligned with the CSTP and prioritized according to candidate needs.
- Q30. Is it recommended that PS-VTW holders have a modified ILP for the beginning of Induction? Or no ILP until Preliminary is in place?**
- A30. The initial ILP goals, developed at the beginning of induction, are based in the CSTP and should adapt to candidate current needs, including requirements to complete the preliminary program, aligned with the CSTP and prioritized according to candidate needs. PS-VTW candidates as well as those on an intern extension must have an ILP.
- Q31. Do induction programs have discretion in what outstanding components are acceptable for candidate admittance to induction? For example, if TPAs or portfolios are outstanding, mentors could support those while in induction, but exams not so much.**
- A31. A newly hired teacher on a PS-VTW or an intern extension should be supported by the induction program in all aspects. Induction programs should support these newest teachers with the mentor-based expertise that is provided to traditional induction candidates.
- Q32. Given that the scope of work for Induction programs and mentors might increase, what are some ways you are thinking of aligning this increased scope with time and resources?**
- A32. The candidates starting employment and induction participation in fall 2020 who will be on PS-VTWs or intern extensions are the *same individuals* who would have been enrolling in induction programs at that time had they been able to complete their preliminary program without the interruption of the COVID 19 crisis. These candidates will be receiving specific support from their preliminary program as well, as outlined in the webinar. The mentor numbers should not change based on this group entering induction.
- Q33. A participant asked if a candidate must have a PS-VTW to enter induction without a preliminary. The answer was yes. However, I thought there was a circumstance where interns could enter induction without a preliminary?**
- A33. This is correct. These are two different pathways. Interns can extend their intern credential while traditional pathway candidates will need to obtain a PS-VTW. In addition to the two pathways identified here, a new teacher could come to induction holding a Preliminary credential but still have the TPA and/or RICA requirements to be met as part of the Clear credential requirements.
- Q34. So, if a teacher needs to complete their preliminary credential, their path for clearing is induction? If yes, what if the preliminary candidate does NOT meet the district's requirements in order to participate (e.g. full-time employment and/or probationary or permanent contracts)?**

A34. Yes, the candidates who were on track to complete their program between March 2020 and January 31, 2021 can be well -supported and mentored in their employment setting through induction regardless of FTE or contractual standing local requirements. The Commission does not have authority in employment-related matters. It is the expectation that employers inform applicants if teacher induction will not be available to the new teacher before point of hire.

Q35. Does the district have to accept them into their induction program OR do we advise them to find a program that will support them?

A35. It is the expectation that employers inform applicants if teacher induction will not available to the new teacher before point of hire.

Q36. General induction question: As we are facing budget cuts for 2020-2021, is it a requirement to enroll first year teachers in induction? Or are we able to enroll people on a rolling basis as we have mentors available, and still provide support to all new teachers in the absence of a trained induction mentor?

A36. Teacher Induction is designed to start at the beginning of the first year of teaching and cover a 2-year period of teaching. The induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program. If your program is unable to provide support according to these requirements, the teacher should join another induction program available to them.

Q37. What if the PS-VTW is not granted yet by the time that the employer wants to hire? Will a letter documenting the eligibility of the PS-VTW suffice for an induction program to admit?

A37. Yes.

Q38. Are Induction participants who have completed program work when we entered shelter in place considered finished and do not have to complete the final months of Induction?

A38. If candidates have participated fully in their induction program then they have completed a year in the program. At the April 2020 Commission meeting, the Commission determined that this year (2019-20) was a full year for induction candidates provided that they had fully participated in the program.

Q39. The ILP may be extended for PS-VTW. Why would it be extended if the Induction Candidate is still going to finish in two years? Do we begin the ILP while the Candidate is completing credential program? Or wait until they finish? Should it be a modified ILP?

A39. The ILP will be extended in scope in order to support a candidate who is working to complete the program requirements of their preliminary prep program. Candidates starting employment and induction participation in the fall who will be on PS-VTWs or intern extensions are the *same individuals* who would have been enrolling in induction programs at that time had they been able to complete their preliminary program without the interruption of the COVID 19 crisis. These candidates will be receiving specific support from their preliminary program. The individual who holds a PS-VTW or an intern extension should have a support and goal plan from the outset and the ILP is a natural place for this. The initial ILP goals are based in the CSTP as adapted to candidate needs, including goals from the preliminary program aligned with the CSTP and prioritized according to candidate needs.

- Q40. How are we further opening up lines of communication with preliminary programs to determine the specifics that each teacher needs in order to complete requirements?**
- A40. Both preliminary and induction program have responsibilities in supporting the PS-VTW candidate, which may require more frequent collaboration between the two programs. The enhanced IDP will be an opportunity for the induction program to connect with the preliminary program. The PS-VTW will also allow induction programs to work with the candidate while the candidate also work with the preliminary program to receive appropriate supports for their current needs. A [guidance document](#) has been posted on the COVID-19 Actions webpage that describes the roles for the preliminary program, the induction program, as well as the candidate and the mentor.
- Q41. Would it be reasonable to ask teacher preparation programs to provide Induction programs with the modifications they put in place in response to COVID-19?**
- A41. This information should be included on the Enhanced IDP that the new teachers bring with them to the Induction program.
- Q42. For new teacher candidates moving away from their Preparation program, i.e., a university in southern California working with a candidate now employed in northern California, what assurance does an induction program have and what support can they expect from the preparation program? Most Induction programs are not familiar nor knowledgeable about preparing for and submitting preliminary preparation program requirements. Where are they learning information to be able to train their mentors to support?**
- A42. Programs are being asked to set up affiliations with their candidates even if candidates are not geographically close by. CTC staff from the Performance Assessment Development Division will provide training videos, office hours, and email support to aid all stakeholders during the time that PS-VTW and/or intern candidates are working to complete their preliminary preparation program.
- Q43. If there is a candidate who is not making adequate progress in their TPA cycle, will they still continue with induction? Who will make that determination?**
- A43. Induction programs will assist the candidate in meeting the TPA requirements, with assistance from the preliminary program as needed. Candidates may continue with induction and will continue to receive support from the Induction program even if they do not attain a passing score on their initial TPA attempt.
- Q44. If induction programs will be responsible for supporting PS- VTW or intern extension candidates with completing clinical supervision hours, how will this be accomplished (especially for programs who have classroom-based mentors)?**
- A44. The Induction program should not be providing clinical supervision, instead the induction mentor will be providing individualized support for the candidate. If a candidate requires additional clinical supervision, the enhanced IDP will state this and the Preliminary program will be responsible for the supervision.
- Q45. When will the PD for mentors be available recorded and will they be open beyond the webinar initial date?**

- A45. Training webinars will be available this summer and posted for access until they are no longer needed.
- Q46. Can a candidate that is on a PS-VTW or an intern extension be eligible for Induction ECO? If the PS-VTW individual is an exemplary teacher, it may end up that they should be an ECO candidate.**
- A46. If a candidate on a PS-VTW or intern extension meets the program's criteria for experienced and exceptional then they are eligible for consideration for ECO as any other candidate in the program would be. As with all ECO considerations, the candidate should be supported in those areas of the CSTP that have not been determined to be progressing towards mastery.
- Q47. If they are an ECO candidate this year, and we now recognize this as a full year, are they able to be recommended for a Clear at the end of this year?**
- A47. That would be a local program decision as programs are responsible for ensuring the candidate has met all program requirements and candidate competencies.
- Q48. Aren't TPAs supposed to be completed by the candidate independently?**
- A48. While the TPA must be the work of the candidate, candidates may be supported during the development of their submission in accordance with published guidelines for candidate support in completing the TPA. It is expected that the induction mentor will be the candidate's critical friend and thought partner, helping them to focus their thinking and develop a strong submission in accordance with published guidelines for such support.
- Q49. Could a program choose to have staff provide the needed TPA support for these candidates and have the mentors remain focused solely on that just in time support? Just thinking mentors, most classroom teachers, are experiencing many adjustments in their own practice, and expecting a new TPA learning curve could deter mentors from wanting to serve in that role.**
- A49. The program should determine the best way to use its available resources to support its candidates.
- Q50. Please clarify. If a candidate ONLY needs RICA, can they enter induction with the understanding that the Preliminary Program would continue to support them in that arena while they simultaneously begin induction?**
- A50. Yes.
- Q51. Will there be a credential analyst-specific training on PS-VTW and other aspects related to preliminary and induction candidates?**
- A51. Yes, there will be both initial and ongoing training, support, and communication.
- Q52. Can the CTC provide the program sponsors with a flowchart of who can be supported in Induction with all the variable criteria?**
- A52. Staff is working on this.
- Q53. Any word on working with districts who may pay those on an Intern credential differently from those on a VTW? Or award years of service?**

A53. Individuals on PS-VTW or intern extension should be accepted into Induction. The Commission does not have purview over district pay or service award issues.

Q54. Could we have list of contacts for those regional or consortium induction LEA communities?

A54. These are found in the Cluster Section on the Teacher Induction Webpage.

Q55. You mentioned the Education Codes that could not be changed. Did the Commission make any requests to the Governor to make temporary and/or permanent changes to Ed Codes?

A55. Executive Order N-66-20 released on May 29, 2020 and SB 820 (Committee of Budget and Fiscal Review) signed on September 18, provide the flexibilities approved by the Governor—See [Guidance Regarding Executive Order Actions](#).