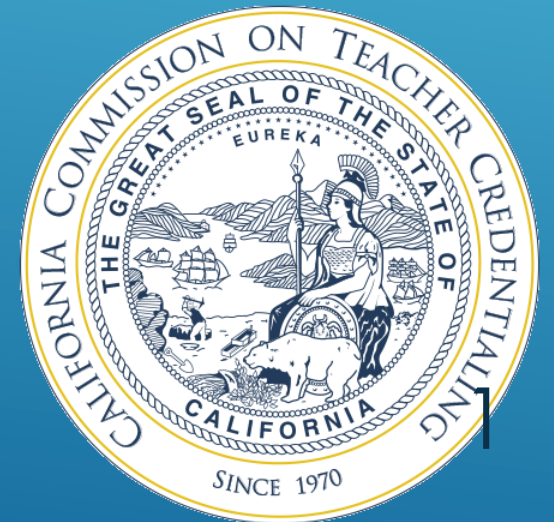


COMMISSION ON TEACHER CREDENTIALING

General Education Induction Webinar:

Preconditions, Standards, and the Transition



General Education Induction Webinar

Preconditions, Standards, and the Transition

Teri Clark
Cheryl Hickey
Katie Croy
Karen Sacramento
Sarah Solari

April 2016



AGENDA

- ▶ Overview
- ▶ Induction Preconditions
- ▶ Induction Standards
- ▶ Clear General Education Programs
- ▶ Transition Plan
- ▶ Questions & Clarifications
- ▶ Helpful Links
- ▶ Contact Information

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

- **Commission adopted revised Induction Program Standards and Preconditions in December 2015**
- **One set of Program Standards for all programs leading to the Gen Ed Clear Teaching Credential (Induction and Clear Credential programs)**
- **PSA 15-08 was posted December 18, 2015**
- **Transition Plan is due June 30, 2016**
- **Programs must meet the new standards for the 2017-18 school year**

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

- **Any current Induction or Clear Credential Program that does not submit a Transition Plan will expire on August 31, 2017**
- **Technical Assistance—April 2016-June 2016
—August 2016-June 2017**
- **Focus of the Induction program is mentoring the new teacher**
- **Clear Education Specialist Induction—Agenda item September 2016**

Precondition 1

Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

Clarification

- ▶ **Definition of Job Embedded**
- ▶ **Intent of Precondition(s)**
- ▶ **PT First Year—definition of “starts”**
- ▶ **Late Hire Considerations**
- ▶ **Considerations for serving non first year teachers**

PRECONDITIONS FOR GENERAL
EDUCATION INDUCTION PROGRAMS

Precondition 2

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, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.

Clarification

- ▶ **Subject Matter Match/Grade Level/Content Support-which to meet and what support should look like?**
- ▶ **How to address this precondition with a full release model**

Precondition 3

Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

Clarification

- ▶ SP at different sites so how to manage 1 hour per week of support
- ▶ Plan visits to other classrooms, ...
- ▶ Problem finding subs – get creative
- ▶ Err on the side of meeting a candidate's needs

PRECONDITIONS FOR GENERAL
EDUCATION INDUCTION PROGRAMS

Precondition 4

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

Clarification

- ▶ **ILP**
- ▶ **Specifics on 60 days**
- ▶ **Late hires**
- ▶ **Definition of Enrollment**

PRECONDITIONS FOR GENERAL
EDUCATION INDUCTION PROGRAMS

Precondition 5

The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Clarification

- ▶ **Growth and Development**
- ▶ **Non Evaluative**
- ▶ **Focus on Outcomes**

Precondition 6

An Induction program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.

Clarification

- ▶ **SB 57**
- ▶ **Experience and Exceptional Candidates**
- ▶ **Develop Criteria**

PRECONDITIONS FOR GENERAL
EDUCATION INDUCTION PROGRAMS

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standards for General Education Induction Programs

Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, that helps each candidate work to meet the California Standards for the Teaching Profession.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession.

Standard 2: Components of the Mentoring Design (continued)

- **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 and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan**

Standard 2: Components of the Mentoring Design (continued):

- **The ILP must address 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 must serve to strengthen the candidate’s professional practice and contribute to the candidate’s future retention in the profession.**

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

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

The Individualized Learning Plan (ILP) must address the California Standards for the Teaching Profession and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be 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 must include 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.

COMMISSION ON TEACHER CREDENTIALING

GENERAL EDUCATION INDUCTION

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

The candidate's specific teaching assignment should 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 must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

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

The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP.

In addition, the mentoring process must support each 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 must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

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

- **Balancing the CSTP based ILP and candidate assignment needs with receiving support to serve all students**
- **Documenting the Mentor Support**
- **Defined and Measurable Outcomes in the ILP**
- **No CTC ILP Templates/Samples**
- **Resources/Training/Professional Learning Community**

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must 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
- Possession of a Clear Teaching Credential - (OOS)
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 4: Qualifications, Selection and Training of Mentors

Guidance and clear expectations for the mentoring experience provided by the program must 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 through 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

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 4: Qualifications, Selection and Training of Mentors *(Continued)*

The program must provide 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

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

- The Induction program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation (continued)

- Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify 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 must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include 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.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

- What is “Mastery”? “Assess Candidate Progress”?
- Documentation of candidate progress
- Satisfactory completion
- Program verification – observed and documented evidence

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess 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 must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide 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.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Standard 6: Program Responsibilities for Assuring Quality of Program Services

- Perceived effectiveness includes perceptions of program from all stakeholders: candidates, employers, professional development providers, etc.
- Program needs to perform data collection, information gathering and the subsequent analysis that informs the program's design.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Clear General Education Programs transitioning to General Education Induction Programs

- Induction Candidates enrolling for the 2017-18 academic year may only enroll in a program aligned with the new Induction standards.

Clear General Education programs may not admit anyone into Clear Program beginning with the 2017-18 academic year.

- **Transition to Induction**—September 1, 2017 or the beginning of the 2017-18 academic year, whichever occurs first.

Two Year Program

Concurrent programs during transition

- **Private School Teachers**

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

General Education Induction Program Transition Plan

- Each institution must submit a transition plan for its Induction or Clear Credential program(s).
- The plan requires each approved induction program to bring together a team to review the 2015 Standards and plan for the program's transition.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Transition Plans –Due June 30, 2016

- **Simpler approach than previous transition plans**
- **Asks approved programs to think about the standards and where changes will need to be made**
- **How significant are the changes?**
- **NOT BINDING!**
- **In future reports, you will report on actual changes made.**

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Transition Plan – Due June 30, 2016

- 1) Describe who will be involved.
- 2) Identify a Transition timeline with major benchmarks and timeline for each of the benchmarks
- 3) Key Program Attributes by standard that will need to be modified and whether they will need a) Major revision, b) minor revision, 3) not need any revision. Provide the anticipated date to implement each of the new standards.
- 4) Transmittal – Need program's Unit Head Signature (Dean or Superintendent)

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Transition Plan – Due June 30, 2016

Standard 6. Program responsibilities for assuring candidate quality for program services	Major revisions	Minor Revisions	Not Need Any	Anticipated Date to implement (month/year)
Clear procedures must be in place for the reassignment of mentors, if the pairing of candidates and mentor is not effective.			√	This is current practice and policy.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Questions and Answers

Green Cohort Induction

- Do programs in the Green Cohort submit Common Standards for Induction and then a separate response to Common Standards for other programs?
- Is full implementation to be expected by Sept. 1, 2017, even for programs in the green cohort that are expecting a site visit?
- Will we be notified if the site visit is looking at how we are implementing the new standards?

Education Specialist/Induction

- Education Specialist Induction Program Standards have not been revised.
- A date has not been set, nor has direction been given to modify the Education Specialist standards.
- Common sense alignments with a focus on the ILP and mentor support
- June 2016 commission meeting may provide more direction with respect to Education Specialist Induction.

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Helpful Links

**Adoption of General Education Induction Program
Preconditions and Standards -PSA 15-08:**

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-08.pdf>

Adoption of Revised Common Standards- PSA 15-06

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-06.pdf>

**Induction Program Preconditions and Program Standards
(2015) -**

<http://www.ctc.ca.gov/educator-prep/standards/GEEd-preconditions-program-stds-12-2015.pdf>

COMMISSION ON TEACHER CREDENTIALING GENERAL EDUCATION INDUCTION

Contact information

General Education Induction

Karen Sacramento ksacramento@ctc.ca.gov

Education Specialist Induction

Sarah Solari ssolari@ctc.ca.gov

Green Cohort

Katie Croy PSDgreen@ctc.ca.gov

RESOURCES

www.ctc.ca.gov

Go to “Program Sponsors” tab

In column at right under “Current Work,” select “Accreditation”

There you will find information and updates on all accreditation activities (Framework, Handbook, IPR, PR, Standards, Preconditions, Guidelines for Submission, etc.)

Accreditation Information: <http://www.ctc.ca.gov/educator-prep/program-accred.html>

PSD News: Subscribe at [ctc.ca.gov](http://www.ctc.ca.gov)



Submit to Accreditation@ctc.ca.gov