



PROGRAM SPONSOR ALERT

Date:	December 18, 2015	Number:	15-08
Subject:	Commission Adoption of General Education Induction Program Preconditions and Program Standards (2015)		

Summary

General Education Induction Program Preconditions and Standards were adopted at the December 4, 2015 Commission meeting as part of the comprehensive effort to strengthen and streamline the accreditation system. These preconditions and standards will replace the current General Education Induction Program Preconditions and Standards that were initially adopted in 2008 as well as the Clear Credential Program Standards that were initially adopted in 2009. This PSA provides information on the new 2015 preconditions and standards as well as information on the expectations for institutions to transition from the 2008 General Education Induction/Clear Credential Program Preconditions and Standards to the 2015 General Education Induction Program Preconditions and Standards.

Background

The Commission's General Education Induction Program Preconditions and Standards apply to institutions approved to offer educator preparation programs leading to a Clear Multiple or Single Subject California credential and are intended to ensure the successful implementation of a general education induction program. The General Education Induction Program Preconditions are the foundational components necessary to allow a local education agency or institution of higher education to offer an Induction program. The General Education Induction Program Standards set forth the program requirements that must be provided to candidates prior to being recommended for a general education clear credential. The new 2015 induction program preconditions and standards represent a greater focus on candidate outcomes, that is, what a candidate knows and can demonstrate at the completion of the induction program and provide greater specificity in defining the mentoring relationship as foundational to induction.

The new General Education Induction Preconditions and Program Standards are a result of the Commission's efforts to streamline and strengthen the accreditation system including a stronger focus on program outcomes. Feedback was gathered throughout 2014-15 and the Commission adopted the Program Standards on December 3, 2015 along with a transition plan for implementation.

Technical assistance will be provided beginning in Spring 2016 and continuing through 2016-17 to assist programs with the transition planning and provide input regarding the understanding of the 2015 Standards. The current timeline includes the expectation that all programs will be aligned to the 2015 Induction Program Standards by September 1, 2017.

The 2015 program standards for General Education Induction include 6 standards, listed as follows:

Induction Program Design for Mentoring Clear Teaching Credential Candidates

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 Competence for the Clear Credential Recommendation

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The complete text of the General Education Induction Program Preconditions and Standards is provided in **Appendix A**.

Induction Standards Guidance Document

An implementation guidance document on the preconditions and standards 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.

Transitioning to 2015 Program Standards

Starting January 2016-December 2016 all approved Induction and Clear programs will begin to prepare a transition to the 2015 Induction Program Standards and Preconditions. By September 2017, all institutions will be aligned to the 2015 Induction Program Standards and Preconditions. A Commission-approved induction or clear credential program could elect to move to the 2015 preconditions and standards more quickly than the Transition Plan requires. The chart below provides additional information.

Activity	Timeline
Commission adopts revised Induction Program Preconditions and Program Standards	December 2015
Technical Assistance is provided to programs to understand the revised Induction Program Preconditions and Program Standards	January 2016-June 2016
Transition Plan is due to the Commission	June 30, 2016
Technical Assistance is provided to programs as they transition to the revised Induction Program Standards	August 2016-June 2017
All programs are aligned with the new Induction Program Standards and have fully implemented the 2015 standards	September 1, 2017*

****It is the Commission’s Expectation that all individuals enrolling in programs for the 2017-18 academic year will be in programs adhering to the new 2015 Program Standards.***

Transition Plan

Each institution must submit a transition plan for its Induction program. The template for the Transition Plan is provided in Appendix B. It is also posted on the CTC website at <http://www.ctc.ca.gov/educator-prep/program-accred.html> in Microsoft Word format for use.

The plan requires each approved induction program to bring together a team to review the 2015 Standards and plan for the program’s transition. Each standard must be reviewed to determine if program changes are required and how significant those changes will be. Although the Transition Plan requires deep thought and discussion as well as the development of benchmark dates, it **does not require lengthy narrative**. It is also not the Commission’s expectation that all of the benchmarks described within the Transition Plan will have been completed by the time the Transition Plan is submitted, however, progress towards meeting those goals should be evident in the implementation dates that the Institution’s team provides. Transition Plans should be submitted to Accreditation@ctc.ca.gov.

Contact Information

For questions or Induction program information, contact Karen Sacramento, Consultant Ksacramento@ctc.ca.gov

Appendix A

Proposed Preconditions for General Education Induction Programs

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.
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.
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.
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.
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.
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.

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 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*.

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*. 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. 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.

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. 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. 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.

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
- 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 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

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

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.

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.

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.

Appendix B



Transition Plan 2015 Induction Standards

Submit Signed Completed Plans to Accreditation@ctc.ca.gov

1. Describe who will be involved in reviewing the new standards and analyzing the current program to identify what will need to be modified. *Include names and title/roles of the team that will be involved in this process. As a reminder, the Common Standards require collaboration with stakeholders, so it is important to include stakeholder members in this process (add or delete rows to the table below as needed).*

Standards Transition Team Member	Title/Role

2. Identify a transition timeline for the program. *Key benchmarks are identified in the table below. Please note the dates when that benchmark will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided. The order of benchmarks below is not intended to determine the program's transition process, however, all programs must be aligned with the new standards by September 1, 2017.*

Benchmark	Implementation Date
Initial Meeting with Transition Team (#1 above) Members	
Submit Transition Plan	Due to the Commission by June 30, 2016
Complete Development of/Revisions to ILP Process (Std. 3)	
Revise Mentor Training and Materials (Std. 2)	

Benchmark	Implementation Date
Develop Documentation/Process for Determining Candidate Competence (Std 5)	
Orient Mentors to the Revised Program	
First Cohort to Begin Revised Program (no later than Fall 2017)	
Program is aligned with New Standards	September 1, 2017

3. Identification of Key Program Attributes that Will Need to be Modified to Ensure that the Program Will Meet the Revised Program Standards *The team described in question 1 of this transition plan should review all standards to determine where the program will need to make changes to meet them. The Commission is not asking that those changes be described in this document, however the team must also identify anticipated dates for implementing the needed changes. Please check (x) the appropriate boxes for each element of the standard and determine the implementation dates. Full implementation must be in place by September 1, 2017.*

Major Revisions: *Revisions that require significant changes to or restructuring of the program, revision or development of new materials and/or processes. Potentially could require retraining personnel.*

Minor Revisions: *Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Personnel could most likely make changes by being informed rather than retraining.*

No Changes: *This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.*

Standard 1: Program Purpose	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
Each Induction program must support candidate development and growth in the profession by designing and implementing a robust mentoring system, as described in the following standards, that helps each candidate work to meet the <i>California Standards for the Teaching Profession</i> .				

Standard 2: Components of the Mentoring Design	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
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 <i>California Standards for the Teaching Profession</i> .				

Standard 2: Components of the Mentoring Design	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
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.				
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.				
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
The Individualized Learning Plan (ILP) must address the <i>California Standards for the Teaching Profession</i> 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.				
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.				
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.				

Standard 2: Components of the Mentoring Design	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
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.				

Standard 4: Qualifications, Selection and Training of Mentors	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
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:				
<ul style="list-style-type: none"> • Knowledge of the context and the content area of the candidate’s teaching assignment 				
<ul style="list-style-type: none"> • Demonstrated commitment to professional learning and collaboration 				
<ul style="list-style-type: none"> • Possession of a Clear Teaching Credential 				
<ul style="list-style-type: none"> • Ability, willingness, and flexibility to meet candidate needs for support 				
<ul style="list-style-type: none"> • Minimum of three years of effective teaching experience 				
Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:				
<ul style="list-style-type: none"> • Providing “just in time” support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills 				
<ul style="list-style-type: none"> • Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction 				
<ul style="list-style-type: none"> • Connecting candidates with available resources to support their professional growth and accomplishment of the ILP 				
<ul style="list-style-type: none"> • Periodically reviewing the ILP with candidates and making adjustments as needed 				
The program must provide ongoing training and support for mentors that includes, but is not limited to:				
<ul style="list-style-type: none"> • Coaching and mentoring 				
<ul style="list-style-type: none"> • Use of appropriate mentoring instruments 				
<ul style="list-style-type: none"> • Best practices in adult learning 				
<ul style="list-style-type: none"> • Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks 				
<ul style="list-style-type: none"> • Program processes designed to support candidate growth and effectiveness 				
<ul style="list-style-type: none"> • Goal setting 				

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
The Induction program must assess candidate progress towards mastery of the <i>California Standards for the Teaching Profession</i> 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.				
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.				

Standard 6: Program Responsibilities for Assuring Quality of Program Services	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
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.				

4. Transmittal

Program Contact Name/Title _____

Phone _____ Email _____

Unit Lead (*Dean, Superintendent*) _____

Phone _____ Email _____

I hereby signify my approval to transmit this transition plan to the California Commission on Teacher Credentialing.

Dean/Superintendent Signature Date

**Signed, Complete Transition Plans must be submitted to Accrediation@ctc.ca.gov
by June 30, 2016**