



# PROGRAM SPONSOR ALERT

Date:	January 23, 2017	Number:	17-01
Subject:	Commission Adoption of Teacher Induction Preconditions and Program Standards (2016)		

## **Summary**

At the October 2016 Commission meeting, the Commission adopted a new single set of Teacher Induction Program Standards intended to address the needs of all teacher candidates regardless of whether they are seeking a Clear General Education credential or a Clear Education Specialist credential. These standards are the result of the continuing effort of the Commission to refocus induction on ensuring a highly individualized, mentoring based program for new teachers and providing them with critical mentoring to help them refine their teaching practice. This PSA provides information on the new single set of induction program standards and provides information on the process that is required of all Commission approved induction programs to ensure alignment with these standards.

## **Background**

Education Specialist Induction programs have been operating in alignment with the 2014 Clear Education Specialist Induction program standards and preconditions. New 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. The revisions to the new 2015 General Education Induction program standards refocused attention on mentoring and supporting new teachers and ensuring that programs were addressing the specific needs of each candidate. Rather than a lockstep, cookie cutter approach that requires completion of identical tasks that all new teachers have to complete, the 2015 General Education program standard revisions were designed to provide each candidate with a mentoring program tailored to his or her unique needs.

The Commission then considered whether this approach of individualized mentoring adopted in 2015 for new general education teachers should also apply to new Education Specialists. By agreeing that this approach was applicable for all candidates regardless of the type of teaching credential that they were seeking, the Commission determined that one set of program standards should apply to all induction programs.

The result was that the Commission refined the 2015 General Education Induction Standards such that they would apply to all Commission approved induction programs. These standards were widely supported by the field and were subsequently adopted at the October 2016 Commission meeting.

The changes made to the 2015 General Education Induction program standards and preconditions adopted by the Commission in order to apply to all new teacher candidates are identified below. The new Teacher Induction Program Standards are inclusive of education specialist teachers as well as general education teachers. The changes are summarized below.

Precondition or Standard	General Education Induction Standards (2015)	Teacher Induction Standards (2016)
Precondition 2  No other Preconditions were modified	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.	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 <b><i>credentials held</i></b> , grade level and/or subject area, as appropriate to the participant's employment.
Program Standard 3  No other program standards were modified	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 advanced certifications, additional content area literacy, and early childhood education.	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 advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultant, collaboration, co-teaching, and collaborating with para-educators and service providers.

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

### **Transitioning to 2016 Teacher Induction Standards**

The transition process for an institution will depend on the type or types of induction programs the institution is currently approved to offer and whether the institution intends to offer induction to both general education and special education teachers.

#### *Programs Currently Approved to Offer Clear General Education Credential Only*

Programs that are approved to offer General Education Induction have already submitted a transition document to the Commission identifying the steps their institution is taking to transition to the Teacher Induction Standards that will go into effect in September of 2017. No additional documentation will be needed at this time.

#### *Programs Currently Approved to Offer Clear Education Specialist Credentials Only*

Programs that are currently approved to offer the Clear Education Specialist Induction program only must submit a transition plan document no later than April 17, 2017 as outlined in 2) below to continue to serve Education Specialist candidates.

The plan requires each approved Clear Education Specialist Induction program to bring together a team to review the 2016 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. Transitions Plans should be submitted to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov) by April 17, 2017.

#### *Programs Currently Approved to Offer Both the General Education and Education Specialist Induction Programs*

Institutions that have been approved to offer both the General Education and the Clear Education Specialist induction programs are required to submit a transition plan as follows:

- 1) If the transition plan previously submitted and accepted by the Commission for the General Education Induction program reflects essentially the same revisions as would need to take place for an institution's Clear Education Specialist program, a transition plan does not need to be submitted again for the Clear Education Specialist induction program. The sponsor only needs to notify the Commission via email to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov) by February 15, 2017 with the approved program name. Institutions may choose to implement the program aligned with new standards for Education Specialist on the same timeline as its General Education program or may wait to implement the new standards for its Education Specialist program by September 1, 2018. In communicating with the Commission, please indicate the timeframe for implementing the new standards for your Clear Education Specialist candidates.

- 2) If the changes that will be needed to revise an institution's Clear Education Specialist Induction program are different than those that were required for the institution's General Education Induction program, a transition plan reflecting those changes to will be due by April 17, 2017 (Appendix B). The plan requires each approved Clear Education Specialist Induction program to bring together a team to review the 2016 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](mailto:accreditation@ctc.ca.gov) by April 17, 2017.

*Currently Approved General Education or Special Education Induction Programs Seeking to Offer Induction to Both General Education and Special Education Teachers*

Because both sets of standards have now been consolidated into a single set of teacher induction standards, an institution that is approved to offer one type of teacher induction program may submit a transition plan and be approved to offer the other type of teacher induction program.

General Education Teacher Induction programs that were not previously approved as Education Specialist program providers can complete a transition plan as outlined in 2) above to serve Education Specialist candidates through their approved program. A separate Initial Program Review (IPR) submission is not required nor is additional documentation outside of the regular accreditation activities associated with the institution's assigned cohort.

Those institutions that have been approved to offer the Clear Education Specialist program that wish to also be approved to offer the General Education Teacher Induction program must submit a transition plan as outlined in 2) above to serve General Education teacher candidates.

If an institution is approved for either a General Education Induction or Clear Education Specialist Induction program and does not submit a Transition Plan to request to be approved to offer both the General Education Induction Program and the Education Specialist Induction program then it will remain approved as only a General Education Induction or Clear Education Specialist Induction program, as is appropriate.

Programs may choose to continue to serve general education or special education candidates only. The program will operate under the Teacher Induction Preconditions and Standards but will only be able to make credential recommendations for the credential for which the program is approved.

The chart below provides additional information on the transition to the new Teacher Induction Standards. A Commission-approved induction or clear credential program may elect to move to the 2016 preconditions and standards more quickly than the Transition Plan requires.

Activity		Timeline
Commission adopts revised Induction Program Preconditions and Program Standards		December 2015
Technical Assistance provided to programs to understand the revised Induction Program Preconditions and Program Standards		January 2016-June 2016
General Education Induction Transition Plan due to the Commission		June 30, 2016
Technical Assistance provided to programs as they transition to the revised Induction Program Standards		August 2016-October 2016
Commission adopts revised Teacher Induction Program Preconditions and Program Standards (2016)		October 2016
Technical Assistance is provided to programs to understand the revised Induction Program Preconditions and Program Standards		November 2016-June 2017
For approved programs with previously submitted General Education Transition Plan that applies to the Special Education Induction program, notification to the Commission of this by sending an email with the approved program name and information that both approved programs will transition concurrently to <a href="mailto:accreditation@ctc.ca.gov">accreditation@ctc.ca.gov</a>		February 15, 2017
Clear Education Specialist Induction Transition Plan is due to the Commission <b>only if</b> the previously submitted General Education Transition Plan does not apply to the Special Education Induction program. Submit to <a href="mailto:accreditation@ctc.ca.gov">accreditation@ctc.ca.gov</a>		April 17, 2017
Technical Assistance is provided to programs transitioning to the revised Teacher Induction Program Standards		November 2016-June 2018
All programs are aligned with the new Induction Program Standards and have fully implemented the 2016 standards	General Education	September 1, 2017*
	Special Education	September 1, 2018**

\* *General Education teachers enrolling in Induction programs for the 2017-18 academic year will be in programs adhering to the new 2016 Teacher Induction Program Standards.*

\*\* *Clear Education Specialist Induction programs must transition by September 1, 2018 and all candidates enrolling for the 2018-19 academic year will be in the programs adhering to the new 2016 Teacher Induction Program Standards.*

### Specific Information for Clearing Out of State or Level 1 Credential Candidates

Induction programs need to be approved as education specialist clear program providers through the process delineated above in order to have the ability to recommend a candidate for a clear education specialist credential. Typically, out of state credential holders are issued a Level 1 Education Specialist Credential as a preliminary credential in California. It is the responsibility of the approved program to ensure that the holder of Level 1 Education Specialist Credential completes the additional content that was in the prior Level II program prior to

recommending the candidate for a clear credential. PSA 16-03 addresses the out of state prepared special educator.

### **Submitting Credential Recommendations**

The Commission's online recommendation system is being updated. Institutions approved for both teacher induction programs will see a new option, Teacher Induction program, once your transition plan has been received and reviewed or once the institution has notified the Commission that its general education transition plan applies to special education teachers. Each institution approved to offer both types of Teacher Induction will have the Teacher Induction option enabled once the Special Education Transition plan has been received and accepted.

All entities approved for both general education and education specialist induction will be linked to the Teacher Induction program option and the General Education Induction and Clear Education Specialist Induction options will disappear from the online recommendation process. Institutions that are sponsoring only one type of teacher induction will continue to see the General Education Induction or Clear Education Specialist Induction options.

### **References**

[Adopted Program Standards](#)

[Education Specialist Out of State Credentials and Clearing Level I Education Specialist Credentials](#) PSA 16-03

### **Contact Information**

For questions or Teacher Induction program information, contact Karen Sacramento, Consultant [Ksacramento@ctc.ca.gov](mailto:Ksacramento@ctc.ca.gov)

## Appendix A

### Preconditions for Teacher 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 credentials held, 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 advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultant, collaboration, co-teaching, and collaborating with para-educators and service providers. 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.



**Transition Plan**

**2016 Teacher Induction Standards**

**Submit Signed Completed Plans to [Accreditation@ctc.ca.gov](mailto:Accreditation@ctc.ca.gov)**

**Approved Program Sponsor Name: \_\_\_\_\_**

**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 Clear Education Specialist Induction programs must be aligned with the new standards by September 1, 2018.*

Benchmark	Implementation Date
Initial Meeting with Transition Team (#1 above) Members	
Submit Transition Plan	Due to the Commission by April 17, 2017

Benchmark	Implementation Date
Complete Development of/Revisions to ILP Process (Std. 3)	
Revise Mentor Training and Materials (Std. 2)	
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 2018)	
Education Specialist Program is aligned with Teacher Induction Standards	September 1, 2018 (or an earlier date)

**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 for General Education Induction candidates and by September 1, 2018 for Special Education Induction candidates.*

**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> .				
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 advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate’s caseload, consultant, collaboration, co-teaching, and collaborating with para-educators and service providers.				

<b>Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System</b>	<b>Program will need</b>			Anticipated date to implement (month/year)
	<b>major revisions</b>	<b>minor revisions</b>	<b>not need any revisions</b>	
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.				
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.				

<b>Standard 4: Qualifications, Selection and Training of Mentors</b>	<b>Program will need</b>			Anticipated date to implement (month/year)
	<b>major revisions</b>	<b>minor revisions</b>	<b>not need any revisions</b>	
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"> <li>• Knowledge of the context and the content area of the candidate's teaching assignment</li> </ul>				
<ul style="list-style-type: none"> <li>• Demonstrated commitment to professional learning and collaboration</li> </ul>				
<ul style="list-style-type: none"> <li>• Possession of a Clear Teaching Credential</li> </ul>				
<ul style="list-style-type: none"> <li>• Ability, willingness, and flexibility to meet candidate needs for support</li> </ul>				
<ul style="list-style-type: none"> <li>• Minimum of three years of effective teaching experience</li> </ul>				
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"> <li>• Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills</li> </ul>				
<ul style="list-style-type: none"> <li>• Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction</li> </ul>				
<ul style="list-style-type: none"> <li>• Connecting candidates with available resources to support their professional growth and accomplishment of the ILP</li> </ul>				
<ul style="list-style-type: none"> <li>• Periodically reviewing the ILP with candidates and making adjustments as needed</li> </ul>				

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 program must provide ongoing training and support for mentors that includes, but is not limited to:				
• Coaching and mentoring				
• 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				
• 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 for Clear Education Specialist Induction Programs to become Teacher Induction Programs must be submitted to [Accreditation@ctc.ca.gov](mailto:Accreditation@ctc.ca.gov) by April 17, 2017**