



# PROGRAM SPONSOR ALERT

Date: September 28, 2018

Number: 18-05

Subject: Requirements of the Preliminary Teacher Preparation Program to Support the Completer's Transition to a Teacher Induction Program

## **Summary**

The standards for institutions sponsoring preliminary teacher preparation programs leading to general education and/or special education teaching credentials require the preliminary program to develop an Individual Development Plan (IDP) for each candidate. This IDP from the preliminary program is intended to be used by the new teacher's induction program to help guide and inform his/her induction experience.

## **Background**

Prior to exiting the program, all preliminary preparation programs must provide their candidates with an IDP which the new teacher will then take to the teacher induction program. The IDP must also be archived by the preliminary program. The IDP is developed collaboratively with the candidate, the program supervisor and the district employed supervisor and must address the adopted Teaching Performance Expectations (TPEs), identifying the areas where the candidate has strengths and recommendations for professional growth goals. In developing the IDP, the preliminary program should consider the variety of sources available to inform the candidate and his or her induction program about strengths and possible growth goals. This information can include, but is not limited to, results on performance assessments, course assignments, observations during clinical practice, and other key indicators used by the program.

All teacher induction programs should request the IDP from enrolling candidates and should use the IDP as part of the intake process and to inform the development of the initial Individualized Learning Plan (ILP). Using information from the preliminary program in the IDP, the candidate, mentor, and program leadership, work together to develop an ILP that will guide and inform an individualized job-embedded induction experience that builds upon the candidate's strengths and provides opportunity for progress towards mastery of the CSTP.

### **Commission-adopted Program Standards that Require the Development of an IDP for Preliminary Program Completers**

The following language is included in the Commission adopted program standards.

#### *Preliminary Multiple and Single Subject Program (2015), 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.

#### *Preliminary Education Specialist Teaching Credentials (2010), Program Standard 16*

##### **Assessment of Candidate Performance**

... 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.

#### *Preliminary Education Specialist Teaching Credentials (2018), 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 credential program. The plan is a portable document archived by the preliminary program and provided to the candidate for voluntary transmission to the clear/induction program.

### **Monitoring**

As part of the Commission's accreditation system, preliminary teacher preparation programs are expected to share their IDP form and samples of completed IDPs during site visits. Preliminary teacher preparation programs should also expect that information will be gathered during the accreditation site visits from interviews conducted with completers, program supervisors, and district-employed supervisors about the IDP process used by the program. Similarly, teacher induction programs will be expected to provide information about how the IDP was used to inform the ILP process and the role the ILP played in the overall individualized induction experience.

## References

[Preliminary Multiple and Single Subject Teaching Credential Program Standards](#) (2015)

[Preliminary Education Specialist Teaching Credential Program Standards](#) (2008)

[Preliminary Education Specialist Teaching Credential Program Standards](#) (2018)

## Contact Information

The Professional Services Division provides a full list of topic- and program- specific dedicated email addresses at: <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.