PROGRAM SPONSOR ALERT

DATE:	**NUMBER:**
March 16, 2021	21-01

SUBJECT: Individual Development Plan for Documentation of Educator Preparation during COVID-19

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) with each candidate before the candidate exits the program. This required IDP is intended to be used by the teacher's induction program to help guide and inform the new teacher's induction experience. Given the changes in educator preparation programs necessitated by the COVID-19 pandemic, this document has become more critical than ever to assist with identifying the areas of strength and growth for candidates as they exit teacher preparation programs and begin their practice as professional educators.

Key Provisions:

The Preliminary Multiple and Single Subject Teaching Credential Program Standards (Standard 6), the 2014 Preliminary Education Specialist Teaching Credential Program Standards (Standard 16), and the 2018 Preliminary Education Specialist Teaching Credential Program Standards (Standard 6) all require that candidates, district-employed supervisors, and program supervisors must collaborate on developing an individual development plan (IDP) before candidates exit the program. The IDP must provide recommendations for professional development and growth during the candidate's clear induction program. Candidates bring their IDP document to the teacher induction program to inform the creation of their Individual Learning Plan (ILP) which, in turn, will guide their induction experience. The ILP is the document that captures the areas of focus aligned to the California Standards for the Teaching Profession (CSTP) for the teacher's growth and development of mentor-based support throughout their teacher induction experience.

Use of a Common Name/Terminology

Induction program leaders have noted that, in some cases, induction candidates are unaware of the existence of their IDP and/or do not understand its relevance or importance to their induction experience as they enter the profession. One of the challenges noted by teacher induction program leaders is that different preliminary program institutions call this document by different names. This causes confusion on the part of candidates when asked for this document by induction programs. To maintain consistency and lessen confusion using the term "Individual Development Plan" will help ensure that candidates recognize the terminology and will be more likely to make this document available to their induction program. Teacher Induction program leaders recommend that all preliminary programs ensure that their candidates understand what the IDP is, how it is used, and the vital and intentional role it plays in the learning to teach continuum for candidates moving from preservice to induction.

Common Components to Include in the IDP

To date, there has been a wide range of information included in the IDP across institutions. Program leaders have suggested that these documents may be more useful and informative if there were certain components that were uniform across all. Ensuring that these common components are included in all IDPs is particularly important at this time given the unique circumstances posed by COVID-19, where candidate experiences in preliminary programs may differ in significant ways. These common components can be found in Appendix A to this PSA and include contact information for the preliminary preparation program; identification of the credential for which the candidate has been recommended; the candidate's program requirements; the candidate's level of practice; and acknowledgments.

When developing the IDP collaboratively with the candidate, the program supervisor, and the district employed supervisor, the preliminary program should also ensure that the IDP includes critical information so that the induction program can provide appropriate support to the induction candidate in the areas of the Teaching Performance Expectations (TPEs). This is especially critical for candidates who may not have had as much exposure to each of the TPE areas during his/her preparation program due to parameters associated with COVID-19. Included as Appendix B of this PSA is a chart identifying the TPEs in which candidates may have received strong preparation given the circumstances surrounding P-12 education due to the COVID-19 pandemic and the TPEs where candidates may need additional support in their first years of teaching. It is recommended that preliminary preparation programs refer to the chart to provide appropriate information about the candidates exiting their program so that the induction program will know what supports are likely to be needed by the candidate as they begin their teaching career.

Preliminary programs should work closely with their partner induction programs to determine if there are any additional considerations for inclusion in the IDP. Including more specificity in each candidate's IDP ensures that candidates receive more robust mentoring and support in the appropriate areas and will experience continued growth in the teaching profession. Given the range of candidate preparation experiences across the state, the IDP has increasing

importance in each candidate's growth and development as they transition into a role as teacher of record.

Candidate Understanding of the IDP Purpose and Portability
As preliminary programs work with candidates to develop their IDP, it is important that they ensure that candidates clearly understand the purpose of the IDP and its role in their future growth and development in the teaching profession. Candidates should be informed that they will be asked for this document from their induction program and that they should treat the document as they would a transcript. Candidates should understand that the IDP will be used to inform the development of the Individual Learning Plan and that this document cannot be transmitted by the preliminary program to the induction program but rather it is the candidate's responsibility to ensure that the induction program receives this document.

Important Dates:
COVID-19 has impacted the way education has been delivered across the spectrum in California from the end of the 2019-20 school year through the 2020-21 school year. The ramifications of this pandemic are still being experienced by the education community.

Background:
The Commission acted in April 2020 to provide flexibilities for candidates and program completers impacted by the COVID-19 pandemic for the academic year 2019-20. In May 2020, the Governor issued an Executive Order that authorized programs to recommend candidates for preliminary credentials who may not have passed the Reading Instruction Competency Assessment and/or completed all cycles of a Performance Assessment, requiring candidates to complete these assessments prior to obtaining a clear credential. Senate Bill 820 (Committee of Budget and Fiscal Review) extended these flexibilities through August 2021 to apply to candidates enrolled in programs during academic year 2020-21 who continued to be impacted by COVID. The flexibilities adopted by the Commission and allowed by the Executive Order have altered the teacher preparation experience for candidates who completed in the spring of 2020 and during the 2020-21 academic year.

Sources:
Executive Order N-66-20
SB 820

References:
April 2020 Commission item

August 2020 Commission item

Preliminary Multiple and Single Subject 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: https://www.ctc.ca.gov/educator-prep/psd-contact.

Appendix A
INDIVIDUAL DEVELOPMENT PLANS
PRELIMIANRY MS/SS/EDUCATION SPECIALIST PROGRAMS

Components that all Preliminary Teacher Candidate IDPs should address:

A. Contact information for Preliminary Teacher Preparation Program
1. Institution
2. Enrollment dates
3. Pathway
4. Program contact (name, position)
5. Email
6. Phone

B. **Identification of the Credential that has been Recommended for this Candidate**
1. Preliminary Credential (P5),
2. Preliminary Credential with a Renewal code (P5 with TPA and/or RICA), or
3. Program Sponsor Variable Term Waiver (PS-VTW)

C. Candidate's Program Requirements
1. Identification of any remaining Preliminary Credential requirements including TPA—which model and status of submission(s), RICA, Basic Skills, Subject Matter.
2. Information on the breadth and depth of supervised clinical practice that the candidate completed, including the modalities in which the candidate was supervised, e.g., virtual, hybrid, in-person.

D. Candidate's Level of Practice
1. Identification of specific TPEs/CSTPs where the candidate has demonstrated strength.
2. Identification of specific TPEs/CSTPs where the candidate's skills need focused mentoring and coaching to support continued development.

E. Acknowledgements
1. Acknowledgement that the preliminary program, candidate, district-employed supervisor, and program supervisor collaborated on the development of the individual development plan (IDP).
2. Acknowledgement that the IDP is a portable document archived by the preliminary program and provided to the candidate for transmission to the induction program and employer.
3. Acknowledgement that the program completer has received a copy of the IDP and understands the requirement to provide the IDP to the teacher induction program.

Appendix B

2020-2021 TEACHER CANDIDATES AND THE TEACHING PERFORMANCE EXPECTATIONS

Teachers completing preparation in 2021 will likely have strengths in these areas:

Skills	Aligned TPEs	Aligned CSTP
Engaging students	1.2, 1.8, 2.2, 2.6, 3.4	1: Engaging and Supporting All Students in Learning 2: Creating and Maintaining Effective Environments for Student Learning
Using technology to support learning	3.6, 3.7, 3.8, 4.7, 4.8	3: Understanding and Organizing Subject Matter for Student Learning 4: Planning Instruction and Designing Learning Experiences for All Students
Assessing Student Learning	5.4	5: Assessing Student for Learning
Interacting with parents and families	1.2, 6.4	1: Engaging and Supporting All Students in Learning 6: Developing as a Professional Educator
Differentiating instruction to meet student needs	4.7, 4.8	4: Planning Instruction and Designing Learning Experiences for All Students
Developing as a professional	6.2 (especially positive dispositions), 6.5	6: Developing as a Professional Educator

Teachers completing preparation in 2021 will likely need support in these areas:

Skills	Aligned TPEs	Aligned CSTP
Classroom management	2.1, 2.3, 2.2, 2.6	2: Creating and Maintaining Effective Environments for Student Learning
Routine school site activities like recess duty, interacting across grade levels,	2.2, 2.6	1: Engaging and Supporting All Students in Learning 2: Creating and Maintaining Effective Environments for Student Learning 6: Developing as a Professional Educator
Planning and Designing Learning Experiences for All Students	4.4 (last 2 items), 4.6, 4.7	4: Planning Instruction and Designing Learning Experiences for All Students
Fostering a caring community in person, rather than through technology	2.1, 2.2, 2.6	2: Creating and Maintaining Effective Environments for Student Learning
Establishing a safe environment in person, rather than through technology	2.1, 2.2, 2.6	2: Creating and Maintaining Effective Environments for Student Learning
Organizing group activities for students in person, rather than through technology		4: Planning Instruction and Designing Learning Experiences for All Students
Cycle of assessment across a school year due to so many regular assessment routines being waived during the pandemic	Elements of TPE 5	5: Assessing Student for Learning