**Plan for Implementation Instructions**

**For Approved Preliminary Education Specialist Programs**

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

**Due October 31, 2021**

The plan for implementation provides the Commission and the Institutional Review Team with evidence that an institution is transitioning to new program standards. The Plan for Implementation process is only for Commission approved programs. Programs that have not yet gone through Initial Program Review must be approved through the Initial Program Review Process. The program documents enumerated below provide the required information unless the review team determines that additional narrative or documentation needs to be available prior to a site visit.

The purpose of the plan for implementation is to assist programs in outlining the steps needed to take to meet new program standards and to implement new teaching performance expectations for candidates. There are four required elements and seven specific exhibits. All elements and exhibits must be included in the Plan for Implementation submission.

**Submission Requirements**:

1. Program Summary – (One exhibit – 2-4 pages)
   1. A program summary that provides a brief overview of the structure, course of study, and assessment of candidates for the program. It gives a clear description of how the program is designed. A template for completing the summary is available [here](http://www.ctc.ca.gov/docs/default-source/educator-prep/forms/program-summary-template.doc).
2. Course Sequence – (One exhibit – Draft course sequence from Course catalog)
   1. Draft course sequence from course catalog that has been submitted for institutional review and approval.
3. Course Matrix – (as complete a version as possible)
   1. Course matrix for each specific preliminary education specialist program (select appropriate link(s) from [Commission’s webpage](http://www.ctc.ca.gov/educator-prep/special-education)) with links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. *Institutions may still be in the planning process of for determining the (P) practice and (A) Assessment links portion of this exhibit. It is not expected that there will be (P) practice and (A) assessment links here until the time of the institution’s site visit or next Program Review submission, whichever comes first.*
4. Fieldwork and Clinical Practice – (Four exhibits – a table, draft training materials, draft manuals or handbooks, and draft syllabi)
   1. A table that denotes the number of hours that each candidate is required to participate in supervised early fieldwork and clinical practice experiences (See program standard 3A), and how those hours are broken out across fieldwork/clinical experiences.
   2. Training Materials used to train Veteran Practitioners (for example, master teachers) serving in support and/or supervisory roles.
   3. Draft Manuals or Handbooks or Advising Materials (links) that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment for the 2022-23 year.
   4. Draft syllabi for supervised clinical experiences in 2022-23. The syllabi should include information regarding how the candidate is assessed during clinical practice. Copies of blank assessment instruments should be included.

**Finalizing the Plan for Implementation**

**Prior to submitting the Plan for Implementation, the evidence provided should be reviewed against the** [**program standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_30) **to ensure that what has been provided is sufficiently aligned to the requirements of the standards.** It is the institution’s responsibility to ensure that the exhibits provided demonstrate that the program is preliminarily aligned to the standards. Institutions should test all links to make sure they are working and do not require any additional permission to access. It is strongly suggested that the links be tested from outside your institution to ensure that they will work beyond your institution’s network. If the URL requires a password, the password should also be tested. It is not acceptable to require reviewers to create or use personal Gmail accounts for Google access. Reviewers must be able to access submissions anonymously.

**Submitting the Plan for Implementation no later than October 31, 2021**

Plan for Implementation submissions must be posted to a website and the URL submitted to [Accreditation@ctc.ca.gov](mailto:Accreditation@ctc.ca.gov). If the website is password protected, the password must also be submitted. Google docs or websites containing one large pdf or Word document with links will not be accepted. By doing this, your institution will be preparing for full [program review](https://www.ctc.ca.gov/educator-prep/program-review) which is due Year 5 of the accreditation cycle. When submitting the URL, please also include a contact person in the event that there are issues with access or broken links.

An individual Plan for Implementation must be submitted for each Preliminary Education Specialist program offered by your institution. Each Plan for Implementation submission must be posted to the same accreditation website with all submissions being available when the URL is submitted. Partial submissions will not be accepted.