



IIA Stage IV: Initial Program Approval Submission Requirements for Proposed Induction Programs

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IIA Stage IV: Initial Program Approval Submission Requirements for Proposed Induction Programs

As part of the Initial Institutional Approval (IIA) process, institutions must complete Stage IV which includes approval of all proposed educator preparation programs. The Initial Program Approval (IPA) process provides the Committee on Accreditation (COA) and the Board of Institutional Review (BIR) members with evidence that an institution is prepared to meet the Commission-adopted program standards.

Trained reviewers from the Commission's BIR will review program documentation submitted by the institution for each proposed program. If reviewers determine that the program submission does not demonstrate alignment to the standards, the submission is returned to the institution with specific feedback from the reviewers regarding the lack of alignment. The submission is holistic and exhibits and elements do not correspond with specific program standards, although the feedback provided by reviewers will be standard-by-standard. When reviewers have completed their review, the institution's IIA consultant will send the feedback form to the institution. The institution may revise and resubmit the submission for further review. This iterative process continues until all program standards are determined to be aligned.

IIA Stage IV Program Standards Submission Requirements noted below are applicable to all proposed induction programs and must be included in the submission. There are separate instructions for proposed educator preparation programs, specialist credential programs, and education specialist added authorization programs.

1. Program Summary

Three exhibits are required per proposed Induction program:

1.1: The **IIA Stage IV Induction Program Summary** provides the context for the BIR team. Please use the IIA Stage IV Induction Program Summary template for completing this exhibit. The IIA Stage IV Program Summary (3-4 pages) provides a brief overview of the program design, induction job placement and mentor/coaching system, and assessment of candidates for the proposed program. A clear description will also help reviewers understand the remaining evidence submitted but is not repetitive for exhibits that can stand on their own. It might, however, be important to provide the reviewers with information as to whether activities will occur as part of a cohort, can be done out of order, or other pertinent information that provides a clear picture of how the program is being designed. The guiding philosophies for the proposed program or specific mission must be included to help reviewers better understand the program.

1.2: The **Program Standard-by-Standard Narrative** is designed to provide additional contextual information to the BIR team. Please use the IIA Stage IV Program Standard-By Standard Narrative template for completing this exhibit. The narrative should be no more than 500 words per program standard for the proposed program.

1.3: The program summary must also include a **table** showing delivery models (online, in-person, hybrid) and other options/pathways (ECO, traditional, etc.) available for each location (if more than one) for the proposed program. Please title the table with the name of the proposed program. An example is provided below:

Proposed TYPE OF Program		
Location	Delivery Model	Pathway
District Office	In-Person	Traditional
District Office	Online	ECO
School Site	Hybrid	ECO
Location 3	Online	Traditional & ECO

✓ *Required Exhibit:*

1.1: IIA Stage IV: Program Summary (3-4 pages)

1.2: Program Standard-By-Standard Narrative

1.3: Table of induction program being offered noting location(s), delivery model(s), and pathway(s)

2. Organizational Structure

One exhibit is required per proposed Induction program.

2.1: Provide an **organizational chart** to show how the program leadership and instructional personnel/staff will be organized within the program. Also, provide information regarding how the program will fit into the education unit, including personnel serving in non-teaching roles, and the roles and responsibilities of those involved in assigning and placing mentors/coaches. The organizational chart should depict the chain of authority and include individuals up to the Unit Head (i.e., superintendent, dean, etc.) level. If the program will operate as a consortium with shared leadership, the organizational chart must also include individuals serving in induction administrative roles in entities within the consortium.

2.2: In addition, if any **third-party entity** will offer any of the coursework, identify the third-party entity and what the entity will provide for the proposed program. (This is your institution’s opportunity to provide an update to Stage II: Criterion 8: Disclosure, if applicable).

✓ *Required Organizational Structure Exhibits:*

2.1: Organizational Chart

2.2: Third Party Entity and what services they will provide, if applicable

3. Qualifications of Mentors and Professional Development Personnel (Instructional Personnel)

Three exhibits are required per proposed induction program. One additional exhibit is only

required if there are vacancies.

3.1: Submit a **table** that provides a proposed list of coaches/mentors and professional development personnel. The table should include numbers of full-time, part-time, and retired annuitants. Vacancies should also be noted.

3.2: Programs must also submit a proposed **annotated list of instructional personnel** (mentors/coaches). This should include full-time and part-time instructional personnel, including retired annuitants. The annotated list must include the mentor/coach's name, status (full time, part time, retiree), credential held, and the proposed mentoring/coaching assignment. See example that follows:

John Smith

Status: Full-time Mentor

Credentials held: Single Subject: Math and Single Subject: Science

Proposed mentoring assignment: Single Subject Math and/or Science

3.3: Link to **published or draft documentation** (e.g., job descriptions, online advertisements, contract language) regarding the experience and qualifications that will be used to select instructional personnel or any additional personnel (such as part-time personnel) for the proposed program.

✓ *Required Exhibits:*

3.1: Instructional Personnel Table

3.2: Annotated List of Instructional Personnel

3.3: Published or Draft Experience and Qualifications Requirements

✓ *Other Exhibits, if applicable:*

3.4: Instructional Personnel Recruitment Documents (if vacancies exist)

4. Program Sequence

One exhibit is required per proposed Induction program.

4.1: Clear information about the sequence in which candidates will complete the induction program should be submitted. This should be a link to a website, program brochure, handbook, or other draft document that will be readily available to candidates and prospective candidates. If the program is offered via more than one pathway or model, a link to the **program sequence** for each pathway or model.

✓ *Required Exhibit:*

4.1: Link to Program Sequence of induction activities required for program completion (e.g., candidate handbook, website, or other draft documents)

5. Job-embedded Fieldwork and Clinical Practice

Seven exhibits are required per proposed Induction program.

Programs must provide specific evidence of meeting the requirements of job-embedded induction as described in the Commission standards for that program. The required documentation includes:

5.1: A Timeline or Table that denotes at what point after being hired in a position requiring a teaching or administrative services credential that each candidate will be assigned a mentor/coach and how the support hours are broken out across the teacher induction or clear administrative program experiences. For teacher induction programs, this table must also include ECO candidates.

5.2: Employer Agreement or MOU that clearly delineates the number of coaching hours that will be provided to each candidate; expectations and criteria for veteran practitioner selection (coach/mentor), training, and evaluation; and support and assessment roles and responsibilities for the program and the employer.

5.3: Training Materials that will be used to train mentors/coaches.

5.4: Documentation such as a **spreadsheet or table** that will be used to verify appropriate mentor/coach matches for all candidates (no candidate names are needed at this time) that align with the program standards and design (refer to program standards for additional information). For example, in a teacher induction program, the spreadsheet would show that each candidate is assigned a mentor that appropriately matches the candidate’s credential and setting. See the example that follows:

<u>Mentor/Coach name</u>	<u>Clear credential held</u>	<u>Mentoring assignment</u>	<u>Preliminary credential held</u>	<u>Classroom setting</u>
John S.	Single Subject Math	Jan Jones	Single Subject Math	9 th grade

5.5: Links to **Published or Draft Manuals, Handbooks, or Advising Materials** that will provide information to the district and candidates about expectations of the induction program including appropriate placements, veteran practitioner support (mentor/coach), and information about completion requirements

5.6: Draft Individual Learning Plan (ILP) template for Teacher Induction or draft Individual Induction Plan (IIP) template for Clear Administrative Services and related program documents. These should include information regarding how the candidate will be assessed during induction.

5.7: Copies of blank assessment instruments.

✓ *Required Exhibits:*

5.1: *Timeline or Table denoting planned timing of mentor/coach assignment for candidates*

5.2: *Signed or Draft Employer Agreement or MOU for each Employer*

5.3: *Draft Mentor/Coach Training Material*

5.4: *Documentation (spreadsheet or table) of Candidate Job Sites*

5.5: *Draft Induction Program Handbook/Manual/Advising Material*

5.6: *Draft ILP/IIP Template and Related Documents*

5.7: *Assessment Instruments*

6. Credential Recommendation

Two exhibits are required per proposed Induction program.

6.1: Provide a **brief description** (300 words or less) of the process the program will use to ensure that only qualified candidates will be recommended for the credential.

6.2: The brief description noted above in **6.1** should include a **link** to the program's **candidate progress monitoring document or other tracking tool** that will be used to verify that candidate has met all requirements for the program prior to recommendation.

✓ *Required Exhibits:*

6.1: *Description of process ensuring appropriate recommendation*

6.2: *Candidate Progress Monitoring Document*

Finalizing the IIA Stage IV Induction Program Standards Submission

The IIA Stage IV Program Standards submission must be organized in a clear and easily accessible manner. The most efficient method is to label each exhibit by number and title (e.g., 5.2 Draft MOU). Some numbered exhibits may have more than one link—this is acceptable, especially when there is more than one pathway or delivery model for a program.

Prior to submitting the submission, the evidence provided should be reviewed against the [program standards](#) for the proposed program as it is the institution's responsibility to ensure that the exhibits provided demonstrate that the proposed program is aligned to the standards.

List of Required Exhibits/ Elements:

- 1.1 – IIA Stage IV: Program Summary (3-4 pages)
- 1.2 – Program Standard-By-Standard Narrative
- 1.3 – Table of induction program being offered noting location(s), delivery model(s), and pathway(s)

- 2.1 – Organizational Chart
- 2.2 – Third-Party Entity and what services they will provide, if applicable
- 3.1 – Instructional Personnel Table
- 3.2 – Annotated List of Instructional Personnel
- 3.3 – Published or Draft Experience and Qualifications Requirements
- 3.4 – Instructional Personnel Recruitment Documents (if vacancies exist)
- 4.1 – Link to Program Sequence of induction activities required for program completion
- 5.1 – Timeline or Table denoting planned timing of mentor/coach assignment for candidates
- 5.2 – Signed or draft employer agreement or MOU for each employer
- 5.3 – Draft mentor/coach training material
- 5.4 – Documentation (spreadsheet or table) of candidate job sites
- 5.5 – Draft induction program handbook/manual/advising materials
- 5.6 – Draft ILP/IIP template and related documents
- 5.7 – Assessment instruments
- 6.1 – Description of process ensuring appropriate recommendation
- 6.2 – Candidate progress monitoring document