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# 3A

## Information/Action

### *Educator Preparation Committee*

#### **Recommendations for Supporting 2020-21 Program Completers as They Move into Practice**

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**Executive Summary:** This agenda item provides information on the flexibilities that have been provided to educator preparation programs, program applicants, and program completers for the 2020-21 year. The item continues the discussion on the appropriate supports for these program completers as they become in-service educators.

**Recommended Action:** That the Commission review the recommendations, provide feedback, and take action related to the Program Sponsor Variable Term Waiver (PS-VTW).

**Presenters:** Sarah Solari-Colombini, Consultant and Cheryl Hickey, Administrator, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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## Recommendations for Supporting 2020-21 Program Completers as They Move into Practice

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### Introduction

This agenda item provides information on the flexibilities that have been provided to educator preparation programs, program applicants, and program completers for the 2020-21 year. The item continues the discussion on the appropriate supports for these program completers as they become in-service educators.

### Background

The Commission acted in April 2020 to provide flexibilities for credential holders, applicants, candidates, and program completers impacted by the COVID-19 pandemic for academic year 2019-20. In May 2020, the Governor issued an Executive Order that moved the requirements for teacher candidates to pass the Reading Instruction Competency Assessment (RICA) from the preliminary teaching credential to the clear credential. Additionally, for both teachers and administrators completing programs at the end of the 2019-20 academic year, the Executive Order moved the Performance Assessment requirement from the Preliminary credential to the 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 2020-2021 who continued to be impacted by COVID. The Commission discussed the appropriate COVID flexibilities for the 2020-21 year at its [August 2020](#) Commission meeting and took action to define the flexibilities that were appropriate for candidates completing their credential programs and for candidates enrolled in preliminary educator preparation programs. [Appendix A](#) summarizes these flexibilities.

### Teacher Candidates in 2020-21

While the primary concern in spring of 2020 was to determine how to allow candidates enrolled in programs the opportunity to complete their remaining credential requirements and to earn the credential, the challenge quickly expanded to ensuring that the pipeline of candidates into educator preparation programs also remained open and available during the pandemic. To prevent the exacerbation of California's teacher shortage, the Executive Order and subsequent legislative language permitted candidates to enter teacher preparation programs in 2020-21 without meeting either the basic skills requirement or the subject matter requirement. Due to the continued pandemic and the surge of cases, it has not been possible for many of these candidates to get appointments for the California Basic Educational Skills Test (CBEST) or the California Subject Examinations for Teachers (CSET) examinations. Many of these examination administrations are held in educational facilities that remain closed, or in the event that a testing center is open, COVID requirements for social distancing significantly limit the number of test takers at any given time. Program leaders report that there are candidates who will complete teacher preparation programs in spring and summer 2021 who have not been able to

get testing appointments to meet these requirements which are traditionally met prior to program entry or student teaching.

### **Collaborative Group**

In June 2020, a collaborative group began meeting that includes two representatives from each of the four segments that prepare new teachers: California State University, Private and Independent Colleges and Universities, University of California, and District Intern programs. In fall 2020, the group membership was broadened to include representatives from both teacher induction programs and employers (school districts and county offices of education). After the December 2020 agenda item was discussed, the group expanded to include representatives from the California Teachers Association (CTA) and the Association of California School Administrators (ACSA). The Commission Chair appointed Commissioner David Simmons as a liaison from the Commission to the group. The purpose of the group was to provide the Commission with information about the challenges that candidates, programs, and employers were facing as a result of the pandemic and its impact on schools, and to help identify areas within the Commission's purview where the Commission could work to mitigate or eliminate these challenges. The list of participants is provided below.

<b>Segment</b>	<b>Member</b>	<b>Role and Institution</b>
Teacher Induction	Constance Best	Executive Director, Yolo/Solano Center for Teacher Credentialing (Davis Joint Unified)
CTA	Danette Brown	Teacher, LaHabra City School District
CSU	Ernest Black	Statewide Director, Cal State TEACH
Employer	Paul Deal	Manager, Solano County Office of Education
AICCU	Deborah Erickson	Dean, Point Loma Nazarene University
ACSA	Doug Gephart	ACSA Liaison to the Commission
Teacher Induction	Melissa Meetze-Hall	Administrator, Center for Teacher Innovation (Riverside County Office of Education)
AICCU	Michael Hillis	Dean, California Lutheran University
Employer	Bryan Johnson	Director, Certificated Workforce Management, Los Angeles Unified School District
AICCU	Ira Lit	Associate Professor, Stanford University
LEA	Linda Liebert	Director, Sacramento County Office of Education
UC	Virginia Panish	Director of Teacher Education, UC Irvine
Employer	Denise Payne	Manager, Human Resources, San Bernardino Superintendent of Schools
LEA	Patricia Pernin	Administrative Coordinator, Los Angeles Unified School District
UC	Elisa Salasin	Director, UC Berkeley
CSU	Pia Wong	Associate Dean, CSU Sacramento
Teacher Induction	Jacquelyn Sanborn	Coordinator, Orange County Department of Education

Segment	Member	Role and Institution
Commission Liaison	David Simmons	Assistant Superintendent, Goleta Union School District

Staff: Teri Clark, Cheryl Hickey, and Sarah Solari-Colombini

### Issues Raised in the December 2020 Agenda Item

The collaborative group has continued to meet nearly weekly to discuss the topics raised to date and provided in the December 2020 agenda item. The topics, discussed below, are presented here for Commission consideration, discussion, and where appropriate, action.

#### 1. What Document should the 2020-21 Completers be Recommended for?

There are currently three licensing options (See [Appendix B](#)) for candidates completing teacher preparation programs by August 31, 2021:

- **Preliminary Credential (P5):** This option is appropriate for all candidates who have completed all credential requirements.
- **Preliminary Credential with a TPA and/or a RICA Renewal code (P5 TPA and/or P5 RICA):** This option is appropriate when the candidate has completed all credential requirements other than the teaching performance assessment and/or the RICA. This option is available due to legislation and is currently set to expire on August 31, 2021.
- **Program Sponsor Variable Term Waiver (PS-VTW):** The Commission's action in April 2020 provided this option to programs for enrolled candidates who had examinations or program requirements still to complete. In recent conversations with the program group, it is recommended that the Commission consider narrowing, slightly, the criteria related to this option.

#### *Proposed Revision of Variable Term Waiver Criteria and Timeframe*

The Commission initially approved the Variable Term Waiver for program sponsors (PS-VTW) at the [April 2020](#) Commission meeting for candidates who were unable to meet one or more of the following credential requirements prior to earning a preliminary credential:

- Passage of the CBEST and/or CSET examinations
- Clinical practice hours required for program completion
- Coursework required for program completion
- A performance assessment required for program completion

The condition of being unable to complete a performance assessment was addressed by the Executive Order released in late May 2020 and extended through Senate Bill 820 (Committee of Budget and Fiscal Review) to August 31, 2021 allowing candidates to earn a Preliminary credential with TPA renewal requirement.

Questions had continued to surface regarding how much clinical practice (percent of required hours) is sufficient or which, if any, coursework requirements might be flexed or waived for program completion. The collaborative group agrees that if a candidate has not completed all teacher preparation coursework including sufficient clinical practice such that the TPEs have

been demonstrated, that candidate should remain in the preliminary program and complete the remaining coursework and clinical practice.

Based on the continued circumstances of the pandemic and the consensus of the collaborative group, staff recommends that:

- The PS-VTW remain available for candidates impacted by COVID through August 31, 2021. This timeline would comport with the August 31, 2021 date for Commission approved programs to recommend a candidate for a Preliminary credential with a TPA and/or a RICA renewal code pursuant to SB 820.

***Approval of Additional Program Sponsors as Eligible to Recommend a Completer for a PS-VTW***

When the Commission approved Variable Term Waivers for program sponsors (PS-VTW) at the August 2020 meeting, the institutions that wanted to be able to recommend a candidate for a waiver were identified in that agenda item. The Commission approved the institutions as eligible to submit recommendations for PS-VTWs. This agenda item identifies five additional Commission approved sponsors seeking approval to submit PS-VTWs.

Institutions that were not included in the April 2020 agenda item requesting permission to recommend a candidate for a waiver include:

- Alder Graduate School of Education
- Kings County Office of Education
- Merced County Office of Education
- Tulare County Office of Education
- Ventura County Office of Education

Staff recommends that these five additional program sponsors be granted the authority to recommend candidates for the PSVTW.

**2. Preliminary Programs should take advantage of any prospects for their candidates to receive face to face, in-person experiences if the opportunity for such allows and if it is safe to do so in the spring and summer of 2021.**

The collaborative group believes that all teacher candidates should complete face to face clinical practice whenever possible. With the Governor's efforts to secure additional funding for local education agencies (LEAs) to open school buildings in spring 2021 and efforts to address learning gaps due to COVID, as well as new federal efforts to assist states and their local education agencies to reopen, it may be possible that more candidates will be able to complete some clinical practice experiences for a portion of their program in settings with students present. Programs are encouraged to, where possible, and with consideration of all necessary safety protocols, look for creative ways to provide their candidates with spring and summer opportunities to work in person with K-12 students and, whenever possible, to provide their candidates and/or completers with support during these experiences.

### **3. Limitation of Resources.**

The group noted the economic toll placed on the state as a result of COVID-19 and the uncertainty around which additional resources would be made available, whether they be directly to the candidates, preliminary programs, or to LEAs and induction programs for the purposes of assisting these new teachers. Although the proposed budget identifies additional funding for TK-12 institutions and proposes additional funding for both Teacher Residency and Classified programs, demand will remain high for the variety of needs schools and districts will have in order to reopen schools. The group acknowledged that there will be additional work to support this year's candidates to be effective teachers in fall 2021 and specific resources to do that will be limited. There is no specific action being recommended by the group to the Commission on this topic; however, providing resources to support these new teachers - who will have unique needs that differ from any previous cohorts of new teachers - at the district and site level is an important topic to address in the various communication efforts discussed below.

### **4. Consideration of Costs to New Educators.**

Current candidates have paid tuition and fees for their preparation programs. They have worked diligently to learn the skills identified in the Teaching Performance Expectations (TPEs). The group identified that it is important to honor the work that candidates have completed and not require them to complete additional work if possible. If additional work does need to be completed, finding ways to mitigate the financial impact of the additional work should be considered. The collaborative group was careful to note this consideration is due to the impact of COVID only and does not relate to the authority that programs have always had to determine whether a specific candidate is making sufficient progress or whether there is additional coursework or clinical practice that the candidate needs to do or repeat in order to demonstrate competence.

### **5. The Critical Role of Induction.**

The collaborative group continues to believe that induction is the appropriate place to support newly prepared teachers. Because the candidates emerging from preliminary programs in 2020 and 2021 have unique needs, support for induction programs themselves will be critical so they can be prepared and successful in supporting these candidates. Anecdotal feedback from induction coordinators suggest they are confident they can assist new teachers to adjust from a clinical practice experience that was mostly or entirely virtual to in-person instruction (such as with classroom management skills). However, induction program coordinators have suggested they are less confident in how to assist candidates who need to complete the TPA or other examinations. The collaborative group and induction programs as well as Commission staff are collecting resources to provide to induction programs to assist the programs in supporting new teachers including those who still need to complete a teaching performance assessment, pass the RICA, and meet other credential requirements. Currently the [Teacher Induction webpage](#) on the Commission's website is the place where these types of resources are organized for use by induction programs.

Staff from both the Professional Services and the Performance Assessment Development and Policy Divisions have provided technical assistance and support during 2020-21 and will continue to do so in 2021-22. It will be important that all Commission-approved Teacher Induction programs as well as employers have an understanding of how the 2021 program completers were prepared, their areas of strength, and the areas where additional support will be needed.

#### **6. Importance of the Individual Development Plan (IDP) and the Individual Learning Plan (ILP).**

Before the pandemic hit California in spring 2020, there already was much discussion in the field about how the Individual Development Plan (IDP) prepared at the end of the preliminary program had not yet reached its full potential as envisioned by the Commission and the field. Commission staff was working to ensure that this important tool was being fully and properly utilized. The group believes that the IDP has taken on increased importance in the current environment and that there should be an element of commonality to the information included on these documents in order to be useful to induction programs. The collaborative group has worked to identify the essential components of an IDP ([Appendix C](#)). The group also discussed the importance of candidates understanding the need to provide the IDP (developed at the preliminary preparation level) to their induction program and that the appropriate time for the IDP to be provided to the employer is during the on-boarding process.

The IDP is important for induction as it provides critical information that is used to design each candidate's individualized induction experience and is documented on the Individual Learning Plan (ILP). The IDP informs the development of the ILP by identifying areas of strength and areas for growth in the TPEs. The information taken from the IDP can then be merged with district and site initiatives, as well as each candidate's self-identified areas for growth to guide their induction program. Given the challenges that this cohort of candidates and program completers will have had due to the pandemic, the Collaboration group emphasized the importance of using both of these documents (IDP and ILP) to ensure that new teachers are able to reach their full potential as educators.

The essential components of an IDP are being reviewed by the field and will be shared with all preliminary and induction programs following the February 2021 Commission meeting.

#### **7. Identification of Key TPEs for Focused Support.**

[Appendix D](#) includes the collaborative group's analysis of specific TPEs where 2021 completers are likely to have strengths and TPEs where the new teachers will most likely need additional support. The group continues to discuss the TPEs and recommends that this information be shared with school districts, site administrators, and induction programs.

#### **8. The Importance of Recognizing the Need for Support for both 2019-20 and 2020-21 Candidates.**

The collaborative group noted that the issues surfaced in this agenda item are not unique to this year's candidates. The issues also apply to the 2019-20 candidates who likely experienced

some clinical practice in a physical school environment but have also been working remotely since March 2020 and will need additional support once TK-12 students are able to return to school. The group suggests that supporting new educators should be a multi-agency effort including not only the Commission, but the California Department of Education (CDE), and employing agencies as well.

#### **9. Communication from California’s Educational Leaders.**

The [October 5, 2020 letter](#) from the Chair of the Commission, President of the State Board of Education (SBE), and the Superintendent of Public Instruction addressed the benefits of partnerships between the entities that prepare educators (preliminary preparation programs as well as induction programs) and the local education agencies that employ the program completers and provide settings for candidates to practice the skills they are learning in their preparation programs. Commission staff has met with SBE and California Department of Education staff to discuss a second letter. An outline has been drafted and work on the letter continues.

The topics identified for the second three-agency communication include a description of how teacher preparation was different in 2020-21, identification of the skills (TPEs) where these candidates likely have strengths and the areas where these candidates will need additional support, the need for new teachers as well as second and third year teachers to be well supported as schools open for the 2021-22 year, and the importance of preparation programs and employers working closely together to ensure that all teachers can complete any remaining credential requirements necessary while serving on their Commission-issued document.

#### **10. Role of Collaborative Regional Efforts that Include the Entire Educator Preparation Pipeline.**

The group discussed the many benefits of regional collaboratives that bring together preliminary preparation program leaders, employers, and teacher induction program leaders. When induction was supported with categorical funds, there was a regional presence with “cluster consultants” who planned and facilitated these types of meetings across induction programs in each region; preliminary preparation programs were also invited. The statewide organization is no longer operational, but these types of meetings continue in parts of the state and in other parts of the state new efforts are being developed or former collaborations rekindled as stakeholders reach out to one another with shared challenges and opportunities presented by the pandemic. The collaborative group believes that this kind of networked support is essential if induction programs are going to provide the kind of targeted support new teachers need to be successful and to stay in the profession.

#### **11. Role of District On-Boarding Processes.**

The collaborative group has begun to identify topics for a communication specifically for human resources personnel to consider as they plan for the opening of the 2021-22 school year. [Appendix E](#) to this item includes some considerations for on-boarding the group recommends be included in this communication. Commission staff plans to continue working with the



collaborative group to fine tune this communication and prepare it for statewide circulation. The group suggests that this information be ready for distribution by early April 2021.

## **12. Role of Site Administrators.**

The collaborative group identified the important role that site administrators play to ensure that new teachers are provided the necessary support to be successful. [Appendix F](#) to this agenda item includes a list of ideas that the members of the collaborative group have developed for consideration by site administrators with respect to candidates and completers during COVID. Administrators need to understand that new teachers in fall 2021 (and second year teachers who taught through distance learning in 2020-21) will need different and likely more intensive support, particularly in the first few months of in-person instruction. Support from administrators for the local induction programs and building a site level support system around these new teachers will be essential.

The program leaders and employers noted that the current situation impacting teacher preparation candidates is beyond anyone's control, but that California's community of educators are working hard to ensure that all candidates are well prepared to enter the workforce. They note that to address these critical needs brought on by the pandemic, it will take all stakeholders – preliminary programs, induction programs, employers, site administrators, human resource personnel, mentor and other veteran teachers, and the Commission – to ensure that these new teachers are supported and successful. The issue of partnerships and collaboration has become even more essential for the preparation and success of new educators.

## **Commission Discussion**

Staff requests that the Commission discuss the issues addressed in this agenda item and provide feedback focusing specifically on the following at a minimum:

- a. The content proposed as essential for the Individual Development Plan as provided in [Appendix C](#).
- b. The TPEs identified as those where the 2021 completers are likely to have strengths and the TPEs where the new teachers will likely need additional support as provided in [Appendix D](#).
- c. The items identified for the On-Boarding communication to school districts and county office of education as provided in [Appendix E](#).
- d. The items identified for inclusion in the communication to site administrators as provided in [Appendix F](#).

## **Staff Recommendation**

Staff requests that the Commission discuss the issues in this agenda item and provide feedback to staff to guide continued work with the collaborative group.

Staff recommends that:

1. The Commission extend the ability for Commission-approved educator preparation programs to recommend a candidate for a Program Sponsor Variable Term Waiver (PS-VTW) due to COVID through August 31, 2021.

2. The Commission approve the additional five institutions identified in this agenda item as eligible to recommend candidates for a PS-VTW.

**Next Steps**

Based on Commission discussion and any action taken, staff will continue to work with the collaborative group to monitor the impact of the pandemic on teacher preparation and to disseminate information to employers, preliminary preparation programs, and teacher induction programs.

## Appendix A

### COVID Flexibilities

	Summary of Flexibility	Eligible for Use	Authority and Conditions
<b>TPA/APA</b>	<b>Move performance assessment requirement (TPA/APA) to the Clear Credential</b> if impacted by COVID. The performance assessment must be passed prior to recommendation for the clear credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO and SB 820 <b>Conditions:</b> Enrolled in program, met all requirements other than the performance assessment, COVID prevents completion
<b>RICA</b>	<b>Move RICA requirement to the Clear Credential</b> if impacted by COVID. The assessment must be passed prior to recommendation for the clear credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO and SB 820 <b>Conditions:</b> Unable to take RICA due to COVID
<b>CBEST</b>	<b>Waive requirement of CBEST for Program Entry</b> and the requirements for programs to use the CBEST data to support candidates. Basic Skills must be met prior to recommendation for the credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO and SB 820 <b>Conditions:</b> For prospective candidates unable to take the exam
<b>Subject Matter – Interns</b>	<b>Waive Subject Matter Requirement for Interns</b> to enter the Intern program. The subject matter requirement must be met prior to recommendation for the Preliminary credential.	March 19, 2020-August 31, 2021	<b>Authority:</b> EO and SB 820 <b>Conditions:</b> Unable to take CSET due to COVID
<b>Subject Matter – Student teaching</b>	<b>Waive Subject Matter Requirement prior to Daily Whole Class Instruction</b> All candidates must satisfy the subject matter requirement prior to recommendation for the Preliminary Credential.	2020-21 school year	<b>Authority:</b> Commission action, April 2020, Agenda item 4A <b>Conditions:</b> Unable to take CSET due to COVID
<b>PS-VTW</b>	<b>Program Sponsor Variable Term Waiver (PS-VTW)</b> allows candidates who were on track to complete an educator preparation program to have an additional year to complete the credential requirements.	March 19, 2020-January 31, 2021	<b>Authority:</b> Commission Action, April 2020 and October 2020 <b>Conditions:</b> Almost all requirements met, need more time, and impacted by COVID

	Summary of Flexibility	Eligible for Use	Authority and Conditions
<b>PPS – 2<sup>nd</sup> Placement</b>	<b>Waives the Requirement for 2 Placements for Pupil Personnel Credentials.</b> The Title 5 regulations require candidates to complete placements in at least two grade level bands for a minimum of 100 hours in each placement. This requirement is waived. Candidates are still subject to the minimum number of total required clinical practice hours.	March 19, 2020-June 30, 2021	<b>Authority:</b> AB 77 and SB 98 <b>Conditions:</b> Impacted by COVID
<b>CBEST</b>	<b>Defer CBEST for one year</b> if the candidate who has not previously failed the assessment (used most often by out of state candidates).	March 19, 2020-January 31, 2021	<b>Authority:</b> Commission Action, April 2020 and October 2020 <b>Conditions:</b> Not previously failed CBEST
<b>Length of Validity of Scores</b>	<b>Examination Scores are Valid for eleven (11) years</b> rather than the ten years in Regulations due to the COVID pandemic.	March 19, 2020-June 30, 2021	<b>Authority:</b> AB 77 and SB 98 <b>Conditions:</b> Impacted by COVID
<b>Extension of Credentials</b>	<b>COVID has been defined as a Good Cause</b> for a one-year extension to a credential or permit. (PIPS and STSPs do not qualify for this extension).	Through the 2020-21 School Year	<b>Authority:</b> Commission, April 2020 Agenda Item 3A <b>Conditions:</b> Impacted by COVID
<b>PIP/STSP</b>	<b>Individuals who have served on a PIP or STSP</b> can downgrade to an employer requested Variable Term Waiver (VTW).	Through the 2020-21 School Year	<b>Authority:</b> Commission Action, April 2020 <b>Condition:</b> Impacted by COVID
<b>VTW</b>	<b>Individuals serving on a VTW</b> may, through an employer, request an additional issuance of the waiver even if the criteria for renewing the waiver has not been met.	Through the 2020-21 School Year	<b>Authority:</b> Commission Action, April 2020 <b>Condition:</b> Impacted by COVID

## Appendix B

### Documents the 2020-21 Teacher Preparation Programs Can Recommend Completers

Document	Remaining Preliminary Program and Credential Requirements	Authorization to Teach	Validity Period	To Renew or move toward the Clear Credential
Preliminary Credential (P5)	None	Yes	5 years	<ul style="list-style-type: none"> <li>Complete Teacher Induction Program</li> </ul>
Preliminary Credential with a TPA renewal code (P5 TPA) and/or a RICA renewal code (P5 RICA)	One or both of the following: <ul style="list-style-type: none"> <li>• Passage of a Teaching Performance Assessment</li> <li>• Passage of the RICA</li> </ul>	Yes	5 years	<ul style="list-style-type: none"> <li>• Pass remaining assessments (TPA and/or RICA) <b>and</b></li> <li>• Complete Teacher Induction Program</li> </ul>
Program Sponsor Variable Term Waiver (PS-VTW <sup>1</sup> )	One or both of the following: <ul style="list-style-type: none"> <li>• Basic Skills</li> <li>• Subject Matter</li> </ul> Candidate may also need to complete the TPA and/or the RICA.	Yes	1 year	<ul style="list-style-type: none"> <li>• The Preliminary program may request an additional year for the waiver if the candidates makes progress on the remaining requirements <b>or</b></li> <li>• Complete the remaining requirements so the preliminary program recommends for a Preliminary credential.</li> </ul>

<sup>1</sup> a letter accompanies the PS-VTW and will identify the remaining Preliminary requirements

## **Appendix C**

**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. Attestations**

1. Verification that the preliminary program, candidate, district-employed supervisor, and program supervisor collaborated on the development of the individual development plan (IDP).
2. Verification 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. Verification 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 D

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

Skills	Aligned <a href="#">TPEs</a>	Aligned <a href="#">CSTP</a>
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 <a href="#">TPEs</a>	Aligned <a href="#">CSTP</a>
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



## **Appendix E**

### **Role of District On-Boarding Processes**

1. When offering a contract to a program completer, the employer is advised to request that the Individual Development Plan be provided as part of the on-boarding process, not as part of the application process.
2. Employers should be made aware of the specific additional requirements their new teacher may have to complete, as well as the timeline for doing so.
3. Employers should be aware whether or not their new teachers had a traditional “in-person” student teaching experience in order to determine whether the type and level of any additional support that may be needed.
4. District administrators should plan regular check-ins with the principal and the new teachers to determine if the level of support needs to be adjusted to meet the teacher’s needs.

## **Appendix F**

### **Role of Site Administrators**

1. Principals meet with new teachers prior to the start of the school year to review the teachers Individual Development Plans (IDP) and to map out an initial level of support.
2. Principals should know whether or not the new teacher has experience setting up a classroom as part of their fieldwork and provide the requisite level of support and guidance in concert with their induction mentor.
3. Identify induction mentors at each school site to serve as a resource for new teachers. Grade level teams and/or department chairs could be brought in as additional support for new teachers. This will create a system of support for the new teachers.
4. Establish regular meetings with new teachers to review their role and responsibility and identify areas of needed support.
5. School site administrators may meet with Induction Program Leaders to review/develop guiding principles and focus areas for induction mentors and new teachers.
6. At the school site, the administrator meets with coaches supporting their new teachers.
7. Site administrators can support new teachers by being aware of the teacher's CSTP goal areas and sharing school and district goals. Using the ILP as a roadmap.
8. School principals are advised to develop a schedule of regular classroom visits to observe and support new teachers within the collective bargaining agreement.
9. Principals meet with induction mentors as a cohort to discuss and develop support plans for new teachers.
10. School administrators are advised to schedule regular individual meetings with new teachers to share best practices, identify what is working, identify areas of growth, and develop a follow up plan.
11. The nature of teacher induction is focused on support and growth of the new teacher. Induction is distinct from the evaluation process for employment.