



COMMISSION ON  
**TEACHER CREDENTIALING**  

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*Ensuring Educator Excellence*

**Induction Program Standards**  
*Adopted June 2008*

**Preconditions**  
*Adopted August 2008*

**Updated Common Standards**  
*Adopted November 2008*

## Induction Program Standards

### Preconditions for Commission-Approved Induction Programs

#### General Preconditions Established by State Law and the Commission

Pursuant to Education Code Section 44227(a), each program of teacher induction for a Clear credential shall adhere to the following requirements of the Commission.

- (1) **Approval and Academic Credit.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants postbaccalaureate academic credit, or both. This provision does not apply to teacher induction programs offered by school districts and/or local education agencies (LEAs) as defined by the Education Code.

For LEAs as defined by Education Code that wish to offer a teacher induction program, the district or LEA shall submit verification of the governing board's or Superintendent's agreement to sponsor the induction program.

- (2) **Responsibility and Authority.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the institution/district/LEA shall provide the following information:

- (a) Identification of the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the institution/district/LEA (including the induction program).

- (b) Description of the reporting relationship between the position described in (a) and the individuals who coordinate the induction program offered by the institution/district/LEA. If a reporting relationship is indirect, describe the levels of authority and responsibility for each individual.

- (3) **Personnel Decisions.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, a teacher induction program must be proposed and operated by an institution/district/LEA that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.

- (4) **Demonstration of Need.** To be granted initial institutional approval by the Commission to become eligible to submit programs, the teacher induction program proposal must include a demonstration of the need for the program.

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- (5) **Commission Assurances.** To be granted initial institutional approval by the Commission to become eligible to submit programs, the teacher induction program sponsor must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission and approved by the California Department of Education; (b) include an assurance that the institution/district/LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by the Commission; and (c) include an assurance that the institution/district/LEA will participate in focused reviews of one or more aspect(s) of the program when designated by the Commission.
- (6) **Requests for Data.** To be granted initial institutional approval by the Commission to become eligible to submit programs or continuing approval, the institution/district/LEA must identify a qualified individual responsible for reporting and responding to all requests from the Commission for the electronic submission of data, including, but not limited to, program enrollments, program completers, transferring candidate transportability processes, Early Completion Option criteria and number of Early Completion Option program completers, and candidate and state and federal reporting data within the time limits specified by the Commission.
- (7) **Program Admission.** An institution/district/LEA sponsoring a teacher induction program must assess each candidate's standing in relation to the eligibility criteria for enrollment in a teacher induction program, and admit only those candidates who meet the first requirement and the second, if applicable:
- The candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential)
  - The candidate, if trained out of state, has less than two years of teaching experience.
- Reference: Education Code Sections 44279.1, 44279.4.*
- (8) **Early Completion of Program Requirements.** An institution/district/LEA sponsoring a professional teacher induction program shall make available and advise candidates of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.
- Reference: Education Code Section 44279.25.*
- (9) **Program Support Providers.** An institution/district/LEA sponsoring a teacher induction program shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher. The support provider must hold a valid California teaching credential, or have equivalent professional background and experience.
- Reference: Education Code Section 44279.*
- (10) **English Language Skills.** In each program of professional teacher induction, the sponsoring institution/district/LEA shall require the candidates to demonstrate knowledge

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of methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language.

*Reference: Education Code Section 44259.5.*

- (11) Completion of Requirements.** An institution/district/LEA sponsoring a teacher induction program shall determine, prior to the recommending of a candidate for the Clear credential, that the candidate has completed the approved induction program.

*Reference: Education Code Sections 44259, 44274.2.*

## **Induction Program Standards**

### **COMMON STANDARDS\***

#### **Standard 1: Educational Leadership**

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

#### **Standard 2: Unit and Program Assessment and Evaluation**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

#### **Standard 3: Resources**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

#### **Standard 4: Faculty and Instructional Personnel**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

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### **Standard 5: Admission**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

### **Standard 6: Advice and Assistance**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

### **Standard 7: Field Experience and Clinical Practice**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

### **Standard 8: District-Employed Supervisors**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

### **Standard 9: Assessment of Candidate Competence**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

## Induction Program Standards

### Category A: Programs Exhibit Effective Design Principles

#### **Program Standard 1: Program Rationale and Design**

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the *California Standards for the Teaching Profession*. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.

#### **Program Standard 2: Communication and Collaboration**

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.

#### **Program Standard 3: Support Providers and Professional Development Providers**

The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the *California Standards for the Teaching Profession*, *Effective Teaching Standards*

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(Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

### **Program Standard 4: Formative Assessment System**

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

## **Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching**

### **Program Standard 5: Pedagogy**

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the

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adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

### **Program Standard 6: Universal Access: Equity for all Students**

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

#### **a) Teaching English Learners**

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language

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Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

### **b) Teaching Special Populations**

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

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### Common Standards Glossary

Adopted by the COA October 2008

Term	Common Standard	Definition
<b>Admission Criteria</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.</li> </ul>
<b>Assessment</b>	<b>2, 3, 9</b>	<ul style="list-style-type: none"> <li>• Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. Information gained through assessment processes performed for the accreditation process is not used for employment purposes.</li> </ul>
<b>Assessment and Evaluation System</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.</li> </ul>
<b>Authority</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.</li> </ul>
<b>Candidate</b>	<b>1, 2, 3, 4, 5, 6, 7</b>	<ul style="list-style-type: none"> <li>• An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.</li> </ul>
<b>Certified, Certificated</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• To hold a California educator credential appropriate to his/her role and/or responsibility.</li> </ul>
<b>Clinical Experiences</b>	<b>3, 4, 7</b>	<ul style="list-style-type: none"> <li>• Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.</li> <li>• See also Field-Based Experiences</li> </ul>
<b>Clinical Personnel</b>	<b>3, 4, 7</b>	<ul style="list-style-type: none"> <li>• P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.</li> </ul>

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Term	Common Standard	Definition
<b>Competency Requirements</b>	<b>9</b>	<ul style="list-style-type: none"> <li>The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.</li> </ul>
<b>Course Instructors</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Individuals who teach courses and/or provide instruction to candidates.</li> </ul>
<b>Courses</b>	<b>1</b>	<ul style="list-style-type: none"> <li>CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.</li> </ul>
<b>District-Employed Supervisors</b>	<b>8</b>	<ul style="list-style-type: none"> <li>Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who <u>assesses</u> student teachers.</li> <li>In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.</li> </ul>
<b>Evaluate, Evaluation</b>	<b>2, 4, 7, 8</b>	<ul style="list-style-type: none"> <li>Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes.</li> <li>Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.</li> </ul>
<b>Faculty</b>	<b>1, 4</b>	<ul style="list-style-type: none"> <li>Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.</li> </ul>
<b>Field and Clinical Supervisors</b>	<b>4, 7</b>	<ul style="list-style-type: none"> <li>Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> <li>For intern programs, this individual may be called a Site Support Person.</li> </ul>
<b>Field-Based Work or Experience</b>	<b>3, 4, 7</b>	<ul style="list-style-type: none"> <li>Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.</li> </ul>

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Term	Common Standard	Definition
<b>Governance</b>	<b>1</b>	<ul style="list-style-type: none"> <li>The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.</li> </ul>
<b>Information Resources</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Library and/or digital media resources, as well as information and communication technology resources available to candidates.</li> </ul>
<b>Institution</b>	<b>1, 6</b>	<ul style="list-style-type: none"> <li>The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).</li> </ul>
<b>Instructional Personnel</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.</li> </ul>
<b><i>Intern Program</i></b>		<ul style="list-style-type: none"> <li>A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.</li> </ul>
<b>P-12 Student</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Refers to students enrolled in pre-school through 12<sup>th</sup> grade.</li> </ul>
<b>Multiple Measures</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California's diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.</li> </ul>
<b>P-12</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Refers to the entire range of grades in which students are enrolled; preschool through 12<sup>th</sup> grade.</li> </ul>
<b>Partners</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts.</li> </ul>
<b>Professional Development</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P-12 schools.</li> </ul>
<b>Professional Placement</b>	<b>6</b>	<ul style="list-style-type: none"> <li>A classroom, clinical or field experience that a candidate participates in during the preparation program. A school site is often a candidate's assigned location for field experiences.</li> </ul>

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Term	Common Standard	Definition
<b>Program</b>	<b>all</b>	<ul style="list-style-type: none"> <li>• A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.</li> </ul>
<b>Program Completer</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• An individual who has completed a credential program,</li> </ul>
<b>Personnel</b>	<b>3,7, 9</b>	<ul style="list-style-type: none"> <li>• Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.</li> <li>• See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel</li> </ul>
<b>Qualified Persons, Qualified Members</b>	<b>4, 6</b>	<ul style="list-style-type: none"> <li>• Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.</li> </ul>
<b>Recognize</b>	<b>4, 8</b>	<ul style="list-style-type: none"> <li>• To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.</li> </ul>
<b>Scholarship</b>	<b>1, 4</b>	<ul style="list-style-type: none"> <li>• Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.</li> </ul>
<b>Second Tier Credential Programs</b>		<ul style="list-style-type: none"> <li>• Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.</li> </ul>
<b>Service</b>	<b>1, 4</b>	<ul style="list-style-type: none"> <li>• Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual’s specialized knowledge and the institution and unit’s mission as preparers of educators.</li> </ul>
<b>Site-Based Supervising Personnel</b>	<b>7</b>	<ul style="list-style-type: none"> <li>• Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> <li>• See Also Field and Clinical Supervisors.</li> </ul>
<b>Stakeholder</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution.</li> </ul>

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Term	Common Standard	Definition
<b>Student</b>	<b>7</b>	<ul style="list-style-type: none"> <li>In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12<sup>th</sup> grade, or adult education program.</li> </ul>
<b>Sufficient</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Adequate or ample to meet the need.</li> </ul>
<b>Supervise</b>	<b>4</b>	<ul style="list-style-type: none"> <li>The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.</li> </ul>
<b>Supervisor</b>	<b>4, 8</b>	<ul style="list-style-type: none"> <li>For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.</li> <li>See Also Field and Clinical Supervisors.</li> </ul>
<b>Supervision</b>	<b>3, 8</b>	<ul style="list-style-type: none"> <li>Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.</li> </ul>
<b>Support</b>	<b>1, 3, 4, 5, 6, 7, 8, 9</b>	<ul style="list-style-type: none"> <li>Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.</li> </ul>
<b>Unit</b>	<b>1, 6, 7</b>	<ul style="list-style-type: none"> <li>The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.</li> </ul>
<b>Unit Leadership</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.</li> </ul>

*Italics* indicate that the term does not appear in the Common Standards.