



Commission on Teacher Credentialing

Education Specialist Clear Program Standards

Clear (Induction) Program Standards

Adopted by the Commission, March 2009

Program Standards for the Clear (Induction) Education Specialist Credential

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 retains high quality teachers. The design is responsive to individual teachers' 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 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.

Education Specialist:

The design involves collaboration between the approved clear credential program and the employer, offering multiple opportunities for support and professional development of Education Specialist candidates in their early years of teaching. Education Specialist teachers shall select appropriate professional development and/or preparation program-based coursework to expand skills and to pursue advanced study with consideration of assignment and Education Specialist authorization. These skills should be designed to enhance the participant's teaching abilities and reflect inquiry based methodology and reflective practice.

Program Standard 2: Communication and Collaboration

The clear credential (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 optimize 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.

Education Specialist:

The program demonstrates the capacity to offer an induction program for one or more of the education specialist authorizations by verifying the special education expertise within the program and/or through collaboration with other entities, e.g. institutions of higher education. Induction for the Education Specialist includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community.

The Induction program collaborates with schools and participating teachers, colleagues and peers to assure that the candidate is able to provide necessary services to students in their Least Restrictive Environment regarding Case Management, IFSP/IEP and transition planning teams, Advocacy, Consultation and Collaboration, Co-teaching and/or Professional Learning Community(ies).

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 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 service delivery responsibilities the Education Specialist is likely to encounter*, 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) provide formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Education Specialist:

Education Specialist Support Providers must hold the same Education Specialist authorization as the participating Education Specialist teacher. In areas of low incidence and rural and remote areas, induction programs are expected to work with other educational entities such as SELPAs, county offices of education and state schools, and/or to use technology to facilitate communication between support providers and beginning teachers.

Program Standard 4: Formative Assessment

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 (*or for Early Childhood Special Education the Child Development 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 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.

Education Specialist:

The Transition Plan will be provided to the Induction Program by the Education Specialist and used as one basis for the Individual Induction Plan. The IIP will be developed by the Education Specialist, the employing district designee and the approved clear credential program representative. The IIP will incorporate a clear action plan, with dates, research, application, and expected impact on teaching/student achievement. The participant's work in formative assessment must be aligned with the credential authorization and participant's teaching assignment.

Category B: 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 beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instruction 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.

Education Specialist

The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder's expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.

The Education Specialist Individual Induction Plan includes a menu of options such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols.

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 student from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learning; 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.

Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching including the identification, referral and re-designation processes. Participating teachers plan instruction for English learners based on the students' levels such as the California English Language Development Tests (CELDT), the California Standards Test (CST), and local assessments. Participating teachers implement one or more of the components of English Language 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 instruction materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level or acculturation, and prior schooling.

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 services). Participating teachers implement district policies regarding support services or special populations. Participating teachers communicate and collaborate with *both general education and* 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 students needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student's 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).

Education Specialist:

Education Specialists demonstrate proficiency in the Teaching Special Populations portion of Standard 6 through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.

Standard 7: Professional Development Options for Education Specialists

Each Education Specialist teacher shall design an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant's teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.

The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current issues and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction.