



**Transition Plan**  
**2015 Induction Standards**  
 Submit Signed Completed Plans to [Accreditation@ctc.ca.gov](mailto:Accreditation@ctc.ca.gov)

**1. Describe who will be involved in reviewing the new standards and analyzing the current program to identify what will need to be modified. Include names and title/roles of the team that will be involved in this process. As a reminder, the Common Standards require collaboration with stakeholders, so it is important to include stakeholder members in this process (add or delete rows to the table below as needed).**

<b>Standards Transition Team Member</b>	<b>Title/Role</b>
<i>Beth Kradepohl</i>	<i>Program Manager/Coordinates Marin Induction</i>
<i>Nicole Stuart</i>	<i>Teacher, district leadership representative, trainer</i>
<i>Nancy Kaneshiro</i>	<i>Teacher, district leadership representative</i>
<i>Carol Burns</i>	<i>Support Provider, district leadership representative</i>
<i>Daniel Norbutas</i>	<i>Director of C &amp; I, district leadership representative</i>
<i>Tara Taupier</i>	<i>Assistant Superintendent, district leadership representative</i>
<i>Wendy Holmes</i>	<i>Director of C &amp; I, district leadership representative</i>
<i>Michelle Stephens</i>	<i>Curriculum coordinator, district leadership representative</i>
<i>Rosemarie Michaels</i>	<i>Dominican University Partner</i>
<i>Lexie Cala</i>	<i>Assistant principal, district leadership representative</i>
<i>Joanne Golden</i>	<i>Dean of middle school, Support Provider, Trainer</i>
<i>Kathy Kafka</i>	<i>Support Provider, Trainer</i>
<i>Laura o"Grady</i>	<i>Speech and Language therapist, Trainer</i>

**2. Identify a transition timeline for the program. Key benchmarks are identified in the table below. Please note the dates when that benchmark will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided. The order of benchmarks below is not intended to determine the program's transition process, however, all programs must be aligned with the new standards by September 1, 2017.**

<b>Benchmark</b>	<b>Implementation Date</b>
Initial Meeting with Transition Team (#1 above) Members	May 6, 2016 and June 23, 2016
Submit Transition Plan	Due to the Commission by June 30, 2016
Complete Development of/Revisions to ILP Process (Std. 3)	June 1, 2017
Revise Mentor Training and Materials (Std. 2)	March 1, 2017
Develop Documentation/Process for Determining Candidate Competence (Std 5)	July 1, 2017

Orient Mentors to the Revised Program	September 1, 2017
First Cohort to begin Revised Program	September 1, 2017
Program is aligned with New Standards	September 1, 2017

**3. Identification of Key Program Attributes that Will Need to be Modified to Ensure that the Program Will Meet the Revised Program Standards**  
*The team described in question 1 of this transition plan should review all standards to determine where the program will need to make changes to meet them. The Commission is not asking that those changes be described in this document, however the team must also identify anticipated dates for implementing the needed changes. Please check (x) the appropriate boxes for each element of the standard and determine the implementation dates. Full implementation must be in place by September 1, 2017.*

**Major Revisions:** Revisions that require significant changes to or restructuring of the program, revision or development of new materials and/or processes. Potentially could require retraining personnel.

**Minor Revisions:** Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Personnel could most likely make changes by being informed rather than retraining.

**No Changes:** This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.

Standard 1: Program Purpose	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
Each Induction program must support candidate development and growth in the profession by designing and implementing a robust mentoring system, as described in the following standards, that helps each candidate work to meet the <i>California Standards for the Teaching Profession</i> .		X		(9/2016)

Standard 2: Components of the Mentoring Design	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
The Induction program’s mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the <i>California Standards for the Teaching Profession</i> .			X	
The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher, site administrator, and program provider.		X		(6/2017)
The ILP must address identified candidate competencies that support the recommendation for the credential.		X		(6/2017)
Mentoring support for candidates must include both “just in time” and longer term analysis of teaching practice to help candidates develop enduring professional skills.			X	
The program’s design features both individually and as a whole must serve to strengthen the candidate’s professional practice and contribute to the candidate’s future retention in the profession.			X	

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
The Individualized Learning Plan (ILP) must address the <i>California Standards for the Teaching Profession</i> and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support.		X		(6/2017)
The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff.		X		(6/2017)
The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.		X		(6/2017)
The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, and early childhood education.			X	
Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.		X		(6/2017)
The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP.		X		(6/2017)
The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP.			X	
In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction.			X	
Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.			X	

Standard 4: Qualifications, Selection and Training of Mentors	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:				
• Knowledge of the context and the content area of the candidate's teaching assignment			X	
• Demonstrated commitment to professional learning and collaboration			X	
• Possession of a Clear Teaching Credential			X	
• Ability, willingness, and flexibility to meet candidate needs for support			X	
• Minimum of three years of effective teaching experience		X		(6/2017)
Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:		X		(6/2017)
• Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills				
• Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction			X	
• Connecting candidates with available resources to support their professional growth and accomplishment of the ILP		X		(6/2017)
• Periodically reviewing the ILP with candidates and making adjustments as needed		X		(6/2017)
The program must provide ongoing training and support for mentors that includes, but is not limited to:				
• Coaching and mentoring			X	
• Use of appropriate mentoring instruments			X	
• Best practices in adult learning			X	
• Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks		X		(6/2017)
• Program processes designed to support candidate growth and effectiveness			X	
• Goal setting			X	

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
The Induction program must assess candidate progress towards mastery of the <i>California Standards for the Teaching Profession</i> to support the recommendation for the clear credential.		X		(7/2017)
The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.		X		(7/2017)
Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made.			X	
The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design.		X		(7/2017)
The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.		X		(7/2017)

Standard 6: Program Responsibilities for Assuring Quality of Program Services	Program will need			Anticipated date to implement (month/year)
	major revisions	minor revisions	not need any revisions	
The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements.		X		(7/2017)
Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships.			X	
Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.		X		(7/2017)

4. Transmittal

Program Contact Name/Title Beth Kradepohl/Program Manager

Phone (415)499-5888 Email bkradepohl@marinschools.org

Unit Lead (Dean, Superintendent) Mary Jane Burke

Phone (415)499-5801 Email mjburke@marinschools.org

*I hereby signify my approval to transmit this transition plan to the California Commission on Teacher Credentialing.*

Mary Jane Burke 6/28/16  
Dean/Superintendent Signature Date

Signed, Complete Transition Plans must be submitted to [Accreditation@ctc.ca.gov](mailto:Accreditation@ctc.ca.gov) by June 30, 2016