

MT. DIABLO UNIFIED SCHOOL DISTRICT

TEACHER INDUCTION & SUPPORT PROGRAM



PARTICIPANT HANDBOOK

2026-2027

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MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, CA 94519-1397
(925) 682-8000

Dear Induction Program Participants,

On behalf of the Superintendent, the School Board, and your Mt. Diablo colleagues, we are happy to welcome you as a participant in Mt. Diablo Unified School District's Teacher Induction and Support Program (TISP). This program is designed to give you professional guidance and support in your work with the students and families who represent the rich diversity of our district.

The Mt. Diablo Unified School District is committed to providing the resources both you and your students need to succeed as integral parts of a quality learning environment. This year, we will provide appropriate rigor and high expectations for all students through learning acceleration. Our emphasis on equity guides us to reflect deeply on our work with five specific under-served populations as focus scholars: Black/African American students, Foster Youth, students experiencing homelessness, students with IEPs, and multilingual students. Additionally, the following five Local Control Accountability Plan (LCAP) goals provide direction for ongoing learning and professional development of our teaching staff:

Goal 1: All Students will receive a high quality education in a safe and welcoming environment with high expectations and rigorous instruction in the California State Standards that prepare them for college and career. All students will demonstrate growth meeting standards in English, English language development, and mathematics.

Goal 2: Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds ensuring they are college and career ready when they graduate. There will be an increase in the percentage of classrooms where standards-based instruction is being observed.

Goal 3: Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes. There will be an increase in the percentage of families reporting that they feel they are an active partner with the school in educating their child.

Goal 4: Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive partnerships between the students, families and staff. All student groups will demonstrate growth meeting standards in English, English language development, and mathematics.

Goal 5: All students at Crossroads High School and Olympic High School will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2027, leading to an increase of 3% in graduation rates. All students at Glenbrook Academy will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2027. All students at Sunrise will demonstrate a 3% increase in attendance rate and a 5% reduction in suspension rate by June 2027.

Research on student achievement¹ shows that teacher expertise is the single most important factor in student learning. Through TISP, you will work with an assigned mentor, receiving individualized support and have opportunities to reflect on the effectiveness of instruction as you grow your professional skills as a teacher. Additionally, you will have the opportunity through your participation to earn a California Clear Credential.

Your Induction program will include valuable, varied, and engaging experiences to build your confidence and professional expertise. On behalf of the Mt. Diablo educational community, we extend our support to you and commend your efforts to advance your professional learning through participation in our Teacher Induction and Support Program.

Best Regards,
Christina Filios Yiannakopoulos
Executive Director, Curriculum, Instruction, and Improvement

¹Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge. Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, Schools, and Academic Achievement. *Econometrica*, 73(2), 417–458. <https://doi.org/10.1111/j.1468-0262.2005.00584.x> National Research Council. (2010).

Preparing Teachers: Building Evidence for Sound Policy. Committee on the Study of Teacher Preparation Programs in the United States, Board on Testing and Assessment, Center for Education, Division of Behavioral and Social Sciences and Education. The National Academies Press. <https://doi.org/10.17226/12882>

MDUSD MISSION & PRIORITIES

Mt. Diablo Unified has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.



INTRODUCTION

The MDUSD TISP Participant Handbook was prepared to help participating teachers understand their roles and responsibilities within this Induction program. TISP will provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching with a preliminary credential. TISP will provide opportunities for teachers to demonstrate classroom application of the principles, theories, and methods learned during credential coursework. The program identifies and assigns a mentor to each participating teacher within the first 30 days of enrollment in the program, matching the mentor and the participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment. TISP assures that each participating teacher receives an average of at least one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

TISP MISSION

The MDUSD Teacher Induction and Support Program is dedicated to providing an equitable and respectful educational experience for every student by supporting educators in enhancing their skills and knowledge, and reflecting on their practice.

TISP VISION

A district of antiracist, abolitionist educators who disrupt deficit thinking, acknowledge and confront bias, dismantle oppressive structures, and build every student's cognitive capacity, independence, and agency.

TISP GOALS

To develop and enhance teacher capacity as defined in the California Standards for the Teaching Profession (CSTP)

To support educators with the purpose of improving student achievement

To use formative assessment practices to guide support for participating teachers

To facilitate ongoing professional development with a focus on equity

To model and encourage continuous self-assessment and reflection

To foster collaboration and leadership among educators

To retain quality teachers in the profession

To collaborate with Institutions of Higher Education

To prepare participating teachers to complete program requirements to be recommended for a California Clear Teaching Credential

To ensure continuous Induction Program improvement through ongoing research, data analysis, evaluation, and development

TISP OBJECTIVES

To maximize learning, participating teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency and voice, identity, and development, and promotes equity and inclusivity. (CSTP 2, 2024)

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession (CSTP) and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the Preliminary Credential. They utilize the adopted state standards and performance levels for students, curriculum frameworks, and materials in the context of the teaching assignment.

Participating teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes. (CSTP 5, 2024)

Participating teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student. (CSTP 3E, 2024)

Participating teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development. (CSTP 4, 2024)

Participating teachers collaborate with families, guardians, and community partners considering the linguistic and cultural backgrounds of students and families.

Participating teachers instruct multilingual students using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon students' primary languages and proficiency levels in English, considering the students' culture and prior schooling.

Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ an asset-based approach to meet the needs of every student.

To ensure academic achievement for students with complex needs, 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 appropriately identify factors that could affect the determination of multilingual students' language/learning disabilities.

Based on assessed student needs, participating teachers implement district policies regarding support services for special populations, including 504s, Focal Scholar Plans, gender support plans, and IEPs by providing differentiated instruction, accommodations and/or modifications.

Participating teachers communicate and collaborate with special education 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.

Participating teachers reflect on their racial and socio-political identities and knowledge of equity principles. They use culturally responsive pedagogy to address equity and confront bias, ensuring access to standards-based curriculum to advance their practice and student learning.

INDUCTION: A VISUAL REPRESENTATION



PROGRAM ELIGIBILITY

Teachers employed by MDUSD* are eligible to take part in TISP if they:

- ◆ Serve as the teacher of record for at least one class in the subject area specified by the preliminary credential for a minimum of 1 semester *and*
- ◆ Have engaged in less than 2 years of a comparable accredited Induction Program prior to enrollment *and*
- ◆ Hold a **Preliminary** Multiple Subject, Single Subject, or Education Specialist Credential, *or*
- ◆ Hold an out-of-state teaching credential, typically with **less than two years of experience**, *or*
- ◆ Completed teacher preparation outside of the United States

Private and charter school teachers within MDUSD boundaries may be served by TISP if space is available. If accepted, the participating teacher is responsible for the cost of the program, which **may be covered by the employing school. If space is not available, please contact the [Contra Costa County Office of Education Induction Program](#).*

The above general eligibility guidelines may not address the **specific** requirements of your individual credential. If you need further assistance, go to the California Commission on Teacher Credentialing website (www.ctc.ca.gov) or contact [MDUSD Human Resources](#).

In the event that MDUSD no longer sponsors TISP, currently enrolled participating teachers will continue to receive support from a mentor and will complete that year's induction work. Any teachers requiring further induction support to complete their two years will be referred to the Contra Costa County Office of Education.

The Mt. Diablo Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

ENROLLMENT COHORTS

According to California's Induction Standards, Induction is expected to begin in the first year of teaching on a preliminary credential and, for most teachers, is a two-year program. For this reason, TISP has two (2) enrollment periods:

- **Cohort A** teachers enroll in August or Mid October
- **Cohort B** teachers enroll between Mid October and January

Participating teachers may transfer between one (1) and four (4) semesters between Induction programs within [Cluster 2](#). A full year of Induction may be transferred to any other California Induction program.

- **Semester 1:** August through December
- **Semester 2:** January through May

EARLY COMPLETION OPTION (ECO) ELIGIBILITY

Senate Bill 57 (Scott) outlines this option for multiple, single subject, and Education Specialist Teacher Induction candidates who are **experienced** and **exceptional**. Candidates must have at least two years of teaching experience. The ECO is equally as rigorous as the full-length program and participating teachers must complete all the required elements of the Induction program within an accelerated timeline, typically one year. Participating teachers who feel they meet the following eligibility requirements may apply.

All applicants must be full-time employees and hold a California Preliminary Credential with English learner authorization. To be deemed eligible for an ECO, applicants must:

- ◆ Have taught a minimum of two (2) years as a teacher of record at an accredited school and in the same subject area as preliminary or Level 1 credential;
- ◆ Have exemplary teaching experience, evidenced by rigorous employee **final evaluations** from the last two (2) years of employment;
- ◆ Receive at least one (1) confidential recommendation document from the current principal attesting to the applicant's appropriateness for ECO. If you recently changed schools, your current and prior administrator must complete the form.
- ◆ Demonstrate exemplary practice and proficiency with the California Standards for the Teaching Profession during TISP classroom observations.

ECO APPLICATION PROCESS

Any participating teacher who feels they meet the above criteria may apply to be considered for the Early Completion Option by initiating the following process:

1. Request an ECO Application Packet from the TISP coordinator, who will provide the application within seven (7) working days.
2. Discuss the content and procedures with assigned TISP mentor.
3. Provide a confidential recommendation form to the current principal attesting to the applicant's appropriateness for the Early Completion Option (ECO).
4. Submit a completed ECO Application Packet to TISP coordinator with the following included:
 - a. An Early Completion Option (ECO) Application form verifying two (2) years of experience as the teacher of record in the same grade/subject area as the preliminary credential
 - b. Copies of two (2) most recent site administrator's standards-based final performance evaluations

Upon receipt of a qualifying ECO Application, the TISP coordinator will:

1. Collaborate with the assigned TISP mentor to review at least one (1) observation of the applicant's current teaching practice
2. Review all applicable data and make a final notification to the applicant within ten (10) working days of receipt of all required application components

To be considered for ECO, a completed initial application must be received within thirty (30) calendar days of the applicant's enrollment in the program. Administrator recommendations and TISP observations must be completed within forty-five (45) calendar days of enrollment.

CONFIDENTIALITY

One of the basic principles underlying MDUSD TISP is confidentiality. Participating teachers must clearly understand that their mentors are **not** evaluators; rather, the mentor is a colleague whose goal is to assist teachers in applying best practices while making progress toward mastery of the CSTP and completing the Induction requirement for earning a California Clear Teaching Credential. Communication between the participating teacher and TISP mentor is strictly confidential. **Therefore, we are unable to provide letters of recommendation or other evaluative communications.**

BENEFITS FOR PARTICIPATING TEACHERS

Choosing a career in the education field means choosing to become a life-long learner. During the Induction process, participating teachers will apply teacher preparation learning and build habits of mind as they examine and reflect on activities within the classroom. Demonstration and application of knowledge acquired during teacher preparation is a key characteristic of the Induction years.

MDUSD TISP provides participating teachers with the following benefits and opportunities:

- ◆ A state-accredited program to fulfill the Induction requirement for a Clear Teaching Credential within two years, beginning in the first year of teaching with a Preliminary Credential.
- ◆ One-on-one collegial and confidential support from an experienced, fully-released, highly-qualified assigned TISP mentor in order to best support the needs and schedules of the participating teacher.
- ◆ An average of not less than one hour per week of individualized support and mentoring coordinated by and/or provided by the TISP mentor.
- ◆ Job-embedded system of mentoring support and professional development.
- ◆ Personalized professional development opportunities based on the "just in time" needs and professional goals of each teacher.
- ◆ Support and professional growth from on-going conversations with assigned TISP mentor around the California Standards for the Teaching Profession (CSTP).
- ◆ Availability of an (SB57) Early Completion Option (ECO) for exemplary teachers with two or more years of prior teaching experience.

MENTOR/PARTICIPATING TEACHER PAIRING

MDUSD TISP will assign a mentor within the first thirty (30) days of participant's enrollment in the program matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participating teacher's employment.

PROTOCOL TO ADDRESS MENTOR/ PARTICIPATING TEACHER PAIRING CONCERNS

The following procedures will be used to resolve concerns regarding the pairing of a participating teacher and their assigned TISP mentor which are not resolved through informal discussion with the TISP mentor and the program coordinator:

- ◆ The participating teacher will notify the TISP coordinator in writing detailing specific concerns regarding the TISP mentor/participating teacher pairing.
- ◆ Within two (2) weeks after receiving written notification from a participating teacher, the TISP program coordinator will convene a meeting with the participating teacher and the assigned TISP mentor. At this meeting, the issues regarding the TISP mentor/participating teacher pairing will be discussed.
- ◆ If an agreement for resolution is reached at this meeting, a written memorandum of the agreement will be prepared by the TISP coordinator within two (2) weeks of the meeting, to be signed by all parties.
- ◆ If an agreement for resolution is not reached at this meeting, the TISP coordinator will review the matter and issue a written decision regarding the TISP mentor/participating teacher assignment within two (2) weeks of the meeting. The written decision will explain the rationale for the decision.

PARTICIPATING TEACHER ROLES AND RESPONSIBILITIES

- ◆ Communicate effectively with the assigned TISP Mentor by checking MDUSD email regularly and respond accordingly to mentor and program communications within one (1) working day.
- ◆ Meet with the assigned TISP mentor for an average of no less than one (1) hour per week.
- ◆ Establish professional goals in collaboration with the assigned TISP mentor based on individual needs/interests as well as site and district initiatives.
- ◆ Participate in ongoing growth and reflection on equitable teaching practices using culturally responsive pedagogy.
- ◆ Engage in continuous work towards mastery of the California Standards for the Teaching Profession (CSTP), evidenced in an Individual Learning Plan (ILP).
- ◆ Prepare for and reflect on classroom observations by TISP mentor.

TISP MENTOR ROLES AND RESPONSIBILITIES

TISP Mentors, through the Teacher Induction and Support Program:

- ◆ Develop a relationship with each participating teacher that is characterized by confidentiality and a focus on professional growth.
- ◆ Participate in professional development training for TISP mentors; plan and deliver professional development for participating teachers.
- ◆ Participate in regularly scheduled TISP mentor forums for the purpose of improving skills that will enhance the effectiveness of participating teachers.
- ◆ Collaborate with other TISP mentors and colleagues to assist with participating teacher support.
- ◆ Provide each participating teacher not less than one (1) hour per week of individualized support.
- ◆ Provide “just in time” support to help participating teachers develop enduring professional skills.
- ◆ Provide participating teachers assistance and feedback regarding their progress towards mastery of the California Standards for the Teaching Profession.
- ◆ Assist participating teachers to incorporate district and site initiatives when developing professional goals.
- ◆ Participate in program evaluation, complete annual accreditation requirements, and comply with program reporting procedures.
- ◆ Collaborate with a mentoring partner to support and document annual professional growth to be shared with the program's district administrator.

SITE ADMINISTRATOR ROLES AND RESPONSIBILITIES

The Teacher Induction and Support Program relies on Site Administrators to:

- ◆ Become knowledgeable about the MDUSD Induction Program through participation in an initial conference with TISP mentors.
- ◆ Assign participating teachers to classroom settings that maximize their opportunities for success.
- ◆ Facilitate the introduction of participating teachers to staff and the site learning community; encourage teacher participation in professional development activities.
- ◆ Assist participating teachers with access to site and district procedures and policies.
- ◆ Understand that some exemplary teachers will be eligible to participate in an Early Completion Option (ECO) if they have had two (2) or more years of teaching experience as the teacher of record in the area of the Preliminary Credential, as well as a high degree of proficiency with the CSTP evidenced by rigorous employee evaluations and TISP observations.
- ◆ Participate in efforts designed to examine and provide feedback on the impact of the TISP, including surveys and check ins.
- ◆ Share relevant information or concerns regarding participating teachers with the assigned TISP mentor to further enhance participating teacher support.
- ◆ Understand that formative assessment information gathered by TISP mentors regarding participating teachers' performance is **confidential and may not be used for employment evaluation purposes**.

THE INDIVIDUALIZED LEARNING PLAN (ILP)

Growing as a professional, meeting the learning needs of every student, and feeling greater confidence as a teacher are the main goals of TISP. Within the context of the Individualized Learning Plan (ILP), participating teachers will employ an ongoing teaching and learning process: learn, plan, teach, assess, analyze, reflect, and adapt. The ILP itself is considered public and published, and will be designed and implemented solely for the professional growth and development of the participating teacher and *not* for evaluation for employment purposes. The ILP reflects the specific needs and interests of each teacher through three inter-related components:

Professional Goals

With the assistance of a TISP mentor and based on self-identified areas of strength and growth, participating teachers will develop professional goals within the first 60 days of the teacher's enrollment in the program. The ILP will be co-created by the mentor and participating teacher based on these goals. The mentor will assist the participating teacher in ensuring that professional goals are in alignment with the California Standards for the Teaching Profession (CSTP) and their evaluation goals. To promote growth in the professional goals, data will be gathered and feedback provided through observations administered by the assigned TISP mentor. Participating teachers will have ongoing opportunities to work on job-embedded, goal-oriented actions that will enhance their teaching practice and support student progress, documented as focused cycles of inquiry. Cycles of inquiry will include analysis of student data to determine growth in teaching practice, support student achievement, and determine next steps.

Knowledge and Application of the California Standards for the Teaching Profession

Participating teachers will gain a strong working knowledge of the California Standards for the Teaching Profession (CSTP) and document progress towards mastery of these standards. They will self-assess their proficiency on all elements of the CSTP, with an emphasis on those that align with their professional goals, along with any others that are deemed appropriate by the mentor and teacher.

Emphasis on Equity

Participating teachers will consistently reflect on their practice through a lens of equity, considering the individual needs of every student and the intersectionality of race, socio-economic status, gender, sexual-orientation, language, learning style, and academic needs. The MDUSD Teacher Induction and Support Program strives to foster the development of anti-racist educators who reflect on the impact of race and identity, both their own and their students', as a means of developing culturally relevant instruction. Particular emphasis is placed on students traditionally underserved in MDUSD: Black/African American students, Foster Youth-identified students, students experiencing homelessness, students with IEPs, and multilingual learners.

INDIVIDUALIZED LEARNING PLAN ASSESSMENT

Prior to recommending a participating teacher for a Clear Credential, MDUSD TISP must verify that all program activities and requirements have been satisfactorily completed, and that the basis on which the recommendation for the Clear Credential is made is well-documented. TISP's verification is based on a review of observed and documented evidence in the form of an Individualized Learning Plan (ILP). The content of the ILP is considered "public and published," but cannot be used for purposes of evaluation for employment.

Throughout the school year, participating teachers' ILP will be assessed by an ILP Review Panel according to the following criteria:

- ◆ Depth of reflection and evidence of growth towards mastery of the California Standards for the Teaching Profession (CSTP)
- ◆ Demonstration of applied knowledge and skills in the areas of equity, academic content and subject-specific pedagogy, instructional technology, health and safety, and serving students traditionally under-served in MDUSD: Black/African American students, Foster Youth-identified students, students experiencing homelessness, students with IEPs, and multilingual students

Evidence submitted will be assessed using a leveled rating. To meet Induction requirements, all submitted evidence must meet **Level 2 proficiency**.

- Level 1:** Document shows little or no evidence of progress towards mastery of the California Standards of the Teaching Profession
- Level 2:** Document shows satisfactory evidence of progress towards mastery of the California Standards of the Teaching Profession

Any portion that does not meet requirements will be revised and resubmitted (considered a repeated portion of ILP) within a clear time-frame.

APPEAL PROCESS

If, in discrepancy with the ILP Review Panel, a participating teacher believes the submitted ILP merits a Level 2 rating, the teacher has the right of due process, to include the following:

1. The participating teacher submits written letter of appeal (stating the reasons for teacher's disagreement with the rating, citing specific evidence) to the program coordinator within five (5) days of notification of not meeting requirements.
2. The program coordinator and ILP Review Panel will meet to review the participating teacher's appeal in conjunction with ILP evidence.
3. Final recommendations are made based on the results from the above process. Participating teacher will be notified of said results in writing.

INTERVENTION ACTION PLAN

Teacher Induction Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

“The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. 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.

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. 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. 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.”

MDUSD is committed to maintaining quality standards throughout its Teacher Induction and Support Program. To maintain these standards, MDUSD has established procedures to identify and assist a participating teacher who is experiencing difficulty in completing program requirements.

Action Plan Process

1. If a participating teacher is not making adequate progress towards fulfilling the requirements in the TISP Agreement, the assigned TISP Mentor immediately shares these concerns with the TISP Coordinator.
2. The TISP Coordinator will convene a meeting with the TISP Mentor, the participating teacher, and if appropriate, the Assistant Director of Educational Services to identify the area(s) of concern and the methods for collecting performance evidence during the planned intervention.
3. An Intervention Action Plan will be established and signed by the participating teacher, TISP Mentor, the TISP Coordinator, and if appropriate, the Assistant Director of Educational Services.
4. The Intervention Action Plan will include a timeline to remediate identified areas.
5. The Intervention Action Plan will specify the extra support that will be provided to the participating teacher by:
 - a. additional observations
 - b. additional support for progressing towards mastery of the CSTP or adjustment of Individual Learning Plan components
 - c. other support as determined by the Intervention Action Plan

A participating teacher will not receive verification of successful completion of Induction program elements if areas of concern are not corrected within the time frame identified in the Intervention Action Plan.

INTERVENTION ACTION PLAN (CONTINUED)

The following Intervention Action Plan for **TEACHER NAME** is effective as of **DATE**. This plan will be reviewed by the TISP Coordinator, TISP Mentor, and participating teacher in 4 school weeks to determine the amount of progress being made.

A. Area(s) of Concern:

B. Specific goals and timeline for improvement: To be reviewed on: DATE

GOALS	DATE

C. Special Support and Person Responsible:

SUPPORT	PERSON RESPONSIBLE

Signatures:

Participating Teacher

TISP Mentor

Program Coordinator

Assistant Director of Educational Services (as needed)

RECORDS, STORAGE, AND ACCESS TO THE ILP

The MDUSD Teacher Induction and Support Program maintains and retains the records of participating teachers for a minimum of five (5) years. Participating teachers and program completers will have access to and be provided with unofficial transcripts, ILP Panel feedback, and a completion letter for the purpose of verifying program completion.

All participating teacher and program completer records will be securely maintained in digital format in a central location within a locked cabinet located in a room not accessible by the public. In the event that TISP office copies are to be destroyed, participating teachers shall receive written notice via email.

COLLOQUIUM

What does colloquium mean?

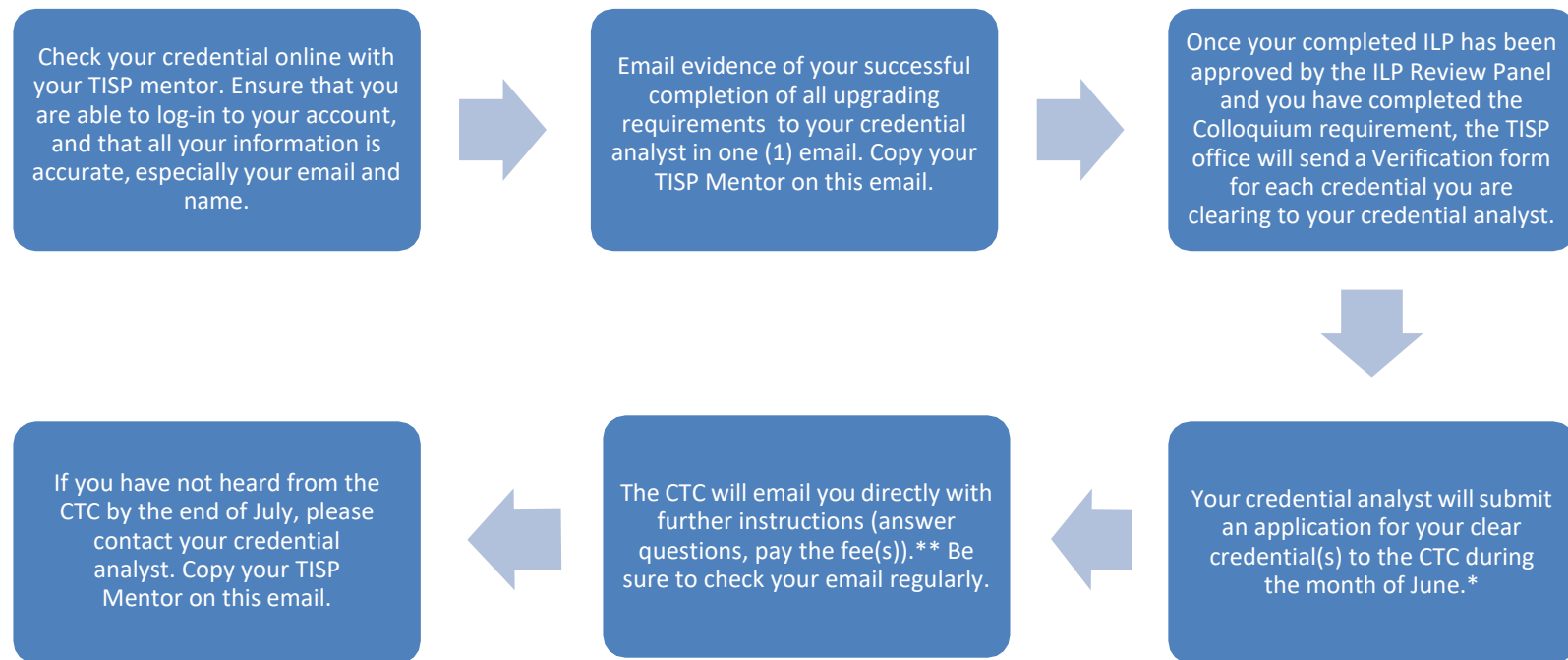
"A *colloquy* is a conversation, and especially an important, high-level discussion. Colloquy and colloquium once meant the same thing, though today colloquium always refers to a conference. Because of its old "conversation" meaning, however, a colloquium is a type of conference with important question-and-answer periods." **Reference: "Colloquium."**

Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/colloquium>. Accessed 12 Sep. 2021.

The Mt. Diablo Unified School District Teacher Induction and Support Program Colloquium is an opportunity for all participating teachers who have completed the requirements of TISP to come together in celebration of professional learning, goals accomplished, and progress towards mastery of the California Standards for the Teaching Profession. During Colloquium, participating teachers will have the opportunity to engage in reflective conversation with their peers on the professional learning obtained over the course of Induction. It is an opportunity to celebrate your many accomplishments!

PROCESS FOR CLEARING YOUR CREDENTIAL (Year 2 and ECO Only)

Congratulations! You are almost ready to clear your credential(s) through the MDUSD Teacher Induction and Support Program! Please review the following procedures, and complete those items that are your responsibility. Please refer to the following page to identify your credential analyst, or visit the [MDUSD HR "Connect With Us"](#) page in the event of staffing changes.



*Your credential analyst must have evidence that you have completed all remaining requirements listed on your preliminary credential **prior** to recommending you for a clear credential.

**Please remember to take the Teacher Induction Completer Survey sent by the CTC.

CREDENTIAL ANALYSTS BY SCHOOL SITE

Fayette Mourgos x40118

Andrea Olmstead x40109

ELEMENTARY SCHOOLS	
Ayers	Bel Air
Bancroft	Delta View
Cambridge	El Monte
Fair Oaks	Gregory Gardens
Highlands	Hidden Valley
Holbrook Language Academy	Monte Gardens
Meadow Homes	Mountain View
Mt. Diablo	Pleasant Hill
Shadelands Preschool	Rio Vista
Silverwood	Robert Shearer Preschool
Sunrise	Sequoia
Valle Verde	Shore Acres
Walnut Acres	Strandwood
Woodside	Sun Terrace
Ygnacio Valley	Valhalla
	Westwood
	Wren Avenue
MIDDLE SCHOOLS	
Diablo View	El Dorado
Foothill	Pleasant Hill
Oak Grove	Riverview
Pine Hollow	Sequoia
	Valley View
HIGH SCHOOLS	
Northgate	College Park
Ygnacio Valley	Concord
	Mt. Diablo
OTHER SCHOOLS	
Bridge Program	Alliance Program
Glenbrook Academy	College Now
Home & Hospital	Crossroads
	Eagle Peak
	Horizons
	Olympic
	Prospect
Schools not listed, A-L	Schools not listed, M-Z, Special Education

OPTING OUT OF TISP

The Teacher Induction & Support Program (TISP) is available to all teachers working in Mt. Diablo Unified School District whose California Preliminary Credential requires a recommendation for clearance from an accredited Induction sponsor. If for any reason a teacher wishes to obtain Induction from a sponsor other than MDUSD TISP, the teacher must advise their assigned TISP mentor or the Program Coordinator. The TISP mentor will then provide the teacher with the “opt out letter,” which is to be signed by the teacher and submitted to the MDUSD TISP program coordinator by the assigned deadline.

Opt-Out Letter



Date: _____

I understand that as a Preliminary Credential holder, Induction is my only route to the California Clear Credential. The Mt. Diablo Unified School District (MDUSD) assigned a TISP Mentor from the Teacher Induction and Support program (TISP) to guide and support me in reaching my professional goals and completing the Induction requirement as specified on my Preliminary Credential. Upon satisfactory completion of TISP, my Induction requirement would be fulfilled.

However, I have decided to forego completion of TISP. I comprehend that I will have full financial responsibility to meet the State of California Induction requirements. I further understand that not attaining a California Clear Credential within the time frame provided by the State of California may impact my continued employment in MDUSD, or any other school district in California.

Signature: _____

Printed Name: _____

Date: _____

Return this signed document via district mail to:
Kirsten Watson
TISP Program Coordinator
Willow Creek Center

APPENDIXES



CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2024

Adopted April 2024

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[Commission on Teacher Credentialing Program Standards](#)

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2020 California Standards for the Teaching Profession (CSTP) Workgroup Members

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Workgroup Members Applicants Appointed by Commission Executive Director

Name	Affiliation	Position
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Courtney, Thomas*	San Diego Unified School District	Teacher
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Sacramento, Karen	Commission on Teacher Credentialing	Consultant

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2024 CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

Introduction

Teachers are the single most important classroom factor in student learning and achievement. Research demonstrates that the greatest influence on learning progression is having highly expert, inspired, and passionate teachers who work with school leaders, to maximize the effect of their teaching for all learners in their care. The effort to educate every California learner is an incredibly complex undertaking. Thus, continuously strengthening the teaching profession by equipping teachers with effective practices based on available evidence is critical. Moreover, because what teachers know and are able to do directly influences student learning and well-being, educators must have a deep awareness and understanding of what quality teaching looks like—and of how to implement it for every student every day.

The California Standards for the Teaching Profession (CSTP) are foundational for teacher preparation and teacher induction. They also serve as a guide for educator professional learning, development, and evaluation statewide. With the ultimate goal of improving student learning and well-being, the standards provide a broad and complex vision of the teaching profession within which all teachers can define and develop their practice. They also provide a common language for communication and dialogue, and thus play an important role in prompting educators to reflect about student learning and teaching practice; formulate professional goals that improve teaching practice in support of student learning; and guide, monitor, and assess their progress toward professional goals.

Since their inception in the 1990s, the CSTP have been widely influential in California policy and practice. Codified in the California Education Code (EC §44279.1), the standards have been updated over time so that they continue to be relevant and useful in the face of changes in learning expectations and priorities, shifts in student populations, and increased attention on outcomes that incorporate such factors as diversity, equity, and inclusion. This 2024 update was developed by the Commission on Teacher Credentialing in partnership with the California Department of Education (CDE). During 2022–23, the Commission and the CDE engaged a diverse work group of expert practitioners and policymakers from across the state in an in-depth study and revision process. The work group used research, professional literature, an array of California documents, examples from other states, constituent input and comments from online review, and expert consultation to inform decisions about content and structural changes that would revitalize the CSTP.

The 2024 CSTP represent an expertly informed consensus on expectations for the teaching profession. They lay groundwork for next steps in continuously improving teaching in ways that equitably benefit all learners' academic achievement and well-being. The standards attend to the social, emotional, physical, cognitive, and academic needs of learners. Their focus is to ensure inclusive learning experiences based on individual learner assets and needs while also creating equitable outcomes for all. The revised CSTP also highlight enhanced family and community engagement practices, with an emphasis on two-way communication to develop positive and reciprocal family and community connections. Additionally, the standards include

indicators for teaching performance in relation to digital citizenship, restorative justice, a growth mindset, and the implementation of a continuous growth model.

The revised CSTP also acknowledge the increasing complexities of teaching. The standards feature evidence-based strategies that address learners’ academic and social-emotional development; apply to classroom, school, district, and community settings; include actions for both individual teachers and collaborative teaching; and provide strategies that support teachers’ professional judgment while attending to state standards and frameworks, along with family and community goals. The purpose of these standards is to enable teachers to meet the needs of *all* learners (collective), *each* learner (individual), and *every* learner, including but not limited to specifically historically and persistently underserved students.

The Scope of the Updated California Standards for the Teaching Profession (CSTP)

The 2024 CSTP identify and clarify effective teaching strategies that have positive impacts on student achievement and well-being. They describe critical areas of effective teaching and offer a structure to help teachers and other constituents navigate the complexity of teaching and continuously improve practice. A single approach to professional practice will not be effective for all practitioners in all contexts. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways of enacting the standards effectively for the learners they teach. The CSTP provide a framework within which teachers and others can develop individualized action-oriented goals and strategies, with details tailored to their particular learners and contexts—the kind of practice, in other words, that is most likely to result in quality teaching for the state’s broad range of learners and teaching circumstances.

Intentionally broad in scope, the CSTP:

- Represent a holistic view of teaching, organized to address the complexity of educating California’s diverse learners.
- Shape and support teacher behaviors and skills for evidence-based practice that generates equitable, high-quality education.
- Address effective teaching across grade levels—from pre-K early learning through classrooms organized primarily for adults.
- Outline the principles and foundations of teaching practice across all subject areas.
- Provide scaffolding for coherent, ongoing development of teachers across career stages, from teacher preparation through highly accomplished practice.
- Work in concert with state standards, frameworks, guides, and resources that focus on teaching specific subject matter and skills or on various types of learners.

The CSTP Big Ideas and Structure

The updated CSTP are organized into six broad, interdependent standards that embed California’s vision for teaching in an effective, equitable learning system. This six-topic footprint is similar to the previous CSTP (2009) and is intended to facilitate the use of extant research and resources that might be helpful in implementing the updated standards. It also parallels other

California state professional standards, such as the California Professional Standards for Education Leaders (CPSEL) and the Quality Professional Learning Standards (QPLS).

Each of the six Standards includes Elements and Example Indicators—a format that illustrates, in increasing detail, the implementation of high-quality teaching. The Elements highlight four to seven focus areas within each standard. They serve to clarify the intention of the standard and help define key components of teaching within the standard. Example Indicators are samples of how a teacher might demonstrate the standard or the element within their own teaching. The example indicators are not intended to be a comprehensive or required list of behaviors. Rather, they illustrate the standard or the element in teacher practice.

The **2024 California Standards for the Teaching Profession (CSTP)** are:

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers’ and students’ actions to improve learning experiences and outcomes.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership

development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

California Standards for the Teaching Profession (CSTP)

The following provides the broad CSTP language, elements that serve to clarify the intention of the standard and help define key components of teaching within the standard, and example indicators of how a teacher might demonstrate the standard or the element within their own teaching. The elements and the example indicators are not intended to be a comprehensive or required list of behaviors. Rather, they illustrate the standard or the element in teacher practice.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

Element 1A Example Indicators

Teachers

- 1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.
- 1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.
- 1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges.
- 1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element 1B Example Indicators

Teachers

- 1B–1: Affirm each student’s cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B–2: Create learning opportunities that draw on students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.
- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students’ linguistic assets and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students’ social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element 1C Example Indicators

Teachers

- 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
- 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
- 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students’ and families’ lives and to work together to enhance student learning experiences.
- 1C–4: Engage in reciprocal communication about learning, academic, and social–emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
- 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

Element 1D: Diversity and Equity

1D: Teachers are responsive to students’ diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Element 1D Example Indicators***Teachers***

- 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student’s unique experiences are seen and used as educational assets.
- 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.
- 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

Element 2A: Learning Environment

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic and social–emotional growth.

Element 2A Example Indicators***Teachers***

- 2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.
- 2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
- 2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.

- 2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
- 2A–5: Nurture students’ leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.

Element 2B: Student Behavior

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Element 2B Example Indicators

Teachers

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.
- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another’s learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

Element 2C: Organizational and Resource Management

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Element 2C Example Indicators

Teachers

- 2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
- 2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.

- 2C–3: Coordinate logistics and resources needed to facilitate students’ in-person and remote learning.
- 2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
- 2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.

Element 2D: Inclusive Environment

2D: Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students’ identities are included in classroom interactions and future learning experiences.

Element 2D Example Indicators

Teachers

- 2D–1: Recognize and understand students’ commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student’s access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.
- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others’ learning and well-being as well as their own.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element 3A: Knowledge of Subject Matter and Pedagogy

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development.

Element 3A Example Indicators

Teachers

- 3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state-adopted standards, curriculum frameworks, and technology guidelines.
- 3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
- 3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student’s academic and social–emotional learning.
- 3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student’s content learning, language acquisition, and social–emotional development.
- 3A–5: Promote subject-specific language and literacy development for all students by using California’s ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element 3B: Connecting Subject Matter to Real-World Contexts

3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3B Example Indicators

Teachers

- 3B–1: Prioritize students’ assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.
- 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.
- 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning.
- 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

Element 3C: Curriculum and Resources for Specific Students and Student Groups

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner’s growth.

Element 3C Example Indicators

Teachers

- 3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3C–3: Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.
- 3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities
- 3C–5: Use the California Practitioners’ Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 3C–6: Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

Element 3D: Content and Skills across Subjects

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

Element 3D Example Indicators

Teachers

- 3D–1: Integrate key concepts, themes, and connections across subject matter areas.
- 3D–2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.
- 3D–3: Extend students’ interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.
- 3D–4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths.

- 3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element 3E Example Indicators

Teachers

- 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
- 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

Element 4A: Planning Instruction for Student Learning

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.

Element 4A Example Indicators

Teachers

- 4A–1: Determine how they teach by considering what students need to learn in order to meet expectations and goals.
- 4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment—will be used to create targeted learning experiences to achieve student goals and learning outcomes.
- 4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.
- 4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

Element 4B: Designing and Developing Instruction for Student Learning

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4B Example Indicators

Teachers

- 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 4B–2: Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social–emotional development.
- 4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

Element 4C: Facilitating Instruction for Student Learning

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

Element 4C Example Indicators

Teachers

- 4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 4C–2: Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.
- 4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.
- 4C–4: Provide students with a variety of ways to demonstrate their learning.
- 4C–5: Conduct and support productive student learning experiences that are offered in-person or remotely.

Element 4D: Adapting Instruction for Student Learning

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

Element 4D Example Indicators

Teachers

- 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 4D–2: Group and regroup students in ways that promote academic and social-emotional development.
- 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners.
- 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.

Element 5A: Understanding and Using Assessments

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

Element 5A Example Indicators

Teachers

- 5A–1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.
- 5A–2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 5A–3: Informally assess students' application of academic and social–emotional content and skills, based on consistent interactions with students.
- 5A–4: Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5A–5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.
- 5A–6: Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

Element 5B: Interpreting and Using Assessment Data to Inform Student Learning

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.

Element 5B Example Indicators

Teachers

- 5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

Element 5C Example Indicators

Teachers

- 5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students’ areas of strength and opportunities for growth.
- 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

Element 5D: Assessment for Continuous Improvement

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element 5D Example Indicators

Teachers

- 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A: Reflection on Practice

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6A Example Indicators

Teachers

- 6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
- 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
- 6A–3: Analyze their instructional successes and dilemmas to create next steps.
- 6A–4: Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
- 6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

Element 6B: Focused Professional Learning

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

Element 6B Example Indicators

Teachers

- 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
- 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
- 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
- 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.
- 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students’ backgrounds, interests, and experiences and that positively affect students’ learning and well-being.

Element 6C: Collaboration with Colleagues

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students’ academic and social–emotional development. This common

understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Element 6C Example Indicators

Teachers

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

Element 6D Example Indicators

Teachers

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.
- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.

- 6D–5: Participate in the development of formal learning plans, student study teams, Individual Education Programs (IEPs), and support plans that provide insights from each teacher’s area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.

Element 6E Example Indicators

Teachers

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students’ rights and responsibilities; reporting mandates for students’ learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student’s learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals.
- 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element 6F Example Indicators

Teachers

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.

- 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.
- 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
- 6F–5: Advocate for equity and access in providing for students’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.

Element 6G: Personal Growth and Well-Being

6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Element 6G Example Indicators

Teachers

- 6G–1: Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.
- 6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
- 6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
- 6G–4: Add to and benefit from the broader knowledge base of the professional community.



Teacher Induction Program Preconditions and Program Standards

Commission on Teacher Credentialing

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Sacramento, California 95811

[Commission on Teacher Credentialing Program Standards](#)

Teacher Induction:

Preconditions adopted October 2016

Program Standards adopted October 2016

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Teacher Induction Preconditions

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

Induction Program Design for Mentoring Clear Teaching Credential Candidates

Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system as described in the following standards that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design

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 California Standards for the Teaching Profession. 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 and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. 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.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. 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. 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. 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, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers. 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.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. 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. 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. 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.

Standard 4: Qualifications, Selection and Training of Mentors

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
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- 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
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. 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.

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. 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. 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.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

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. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

KEY CONTRIBUTORS/TERMS

Advisory Panel

The purpose of the MDUSD Teacher Induction and Support Program Advisory Panel is to provide information about TISP and gather input from our educational partners. Feedback from the panel is used to guide the ongoing growth of MDUSD TISP.

Assessment

In the Induction program, assessment is formative, non-evaluative and standards-based. Individual teaching performance is assessed through the examination of evidence of teaching practice in the CSTP. Individual Learning Plans and targeted supports are informed by analysis of student data, classroom observations, focused cycles of inquiry, and reflective conversations.

Commission on Teacher Credentialing (CTC)

The Commission on Teacher Credentialing (CTC) is the state agency charged with licensing and policy development for educators in California, and is a co-sponsor of statewide Induction programs.

California Department of Education (CDE)

The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations, and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs and child care programs. CDE works collaboratively with the Commission on Teacher Credentialing to support new teachers.

California Standards for the Teaching Profession (CSTP)

These standards are based on research and expert advice pertaining to best teaching practices. The standards are organized around six interrelated categories of teaching practice. The current CSTP were adopted in 2024 by the Commission on Teacher Credentialing and the California Department of Education.

Individual Learning Plan (ILP)

An Individual Learning Plan (ILP) assists participating teachers in identifying professional growth goals that are aligned with the CSTP, individual needs of the teacher, and site and district initiatives. The ILP provides opportunities for teachers to reflect, analyze student data, and participate in focused cycles of inquiry to demonstrate growth towards mastery of the CSTP.

Induction Principal

A site administrator who has participating teachers and TISP Mentors assigned to their school site.

Institutes of Higher Education (IHE)

In the context of TISP, Institutes of Higher Education are universities and colleges that offer credential programs and collaborate with Induction programs.

Participating Teacher (PT)

A participating teacher is any teacher participating in the MDUSD Teacher Induction and Support Program.

Program Coordinator(s)

Program coordinator(s) supervises and directs the local program within the statewide Induction program network.

Program Administrator

Provides guidance and support to program coordinator(s) and evaluates mentors.

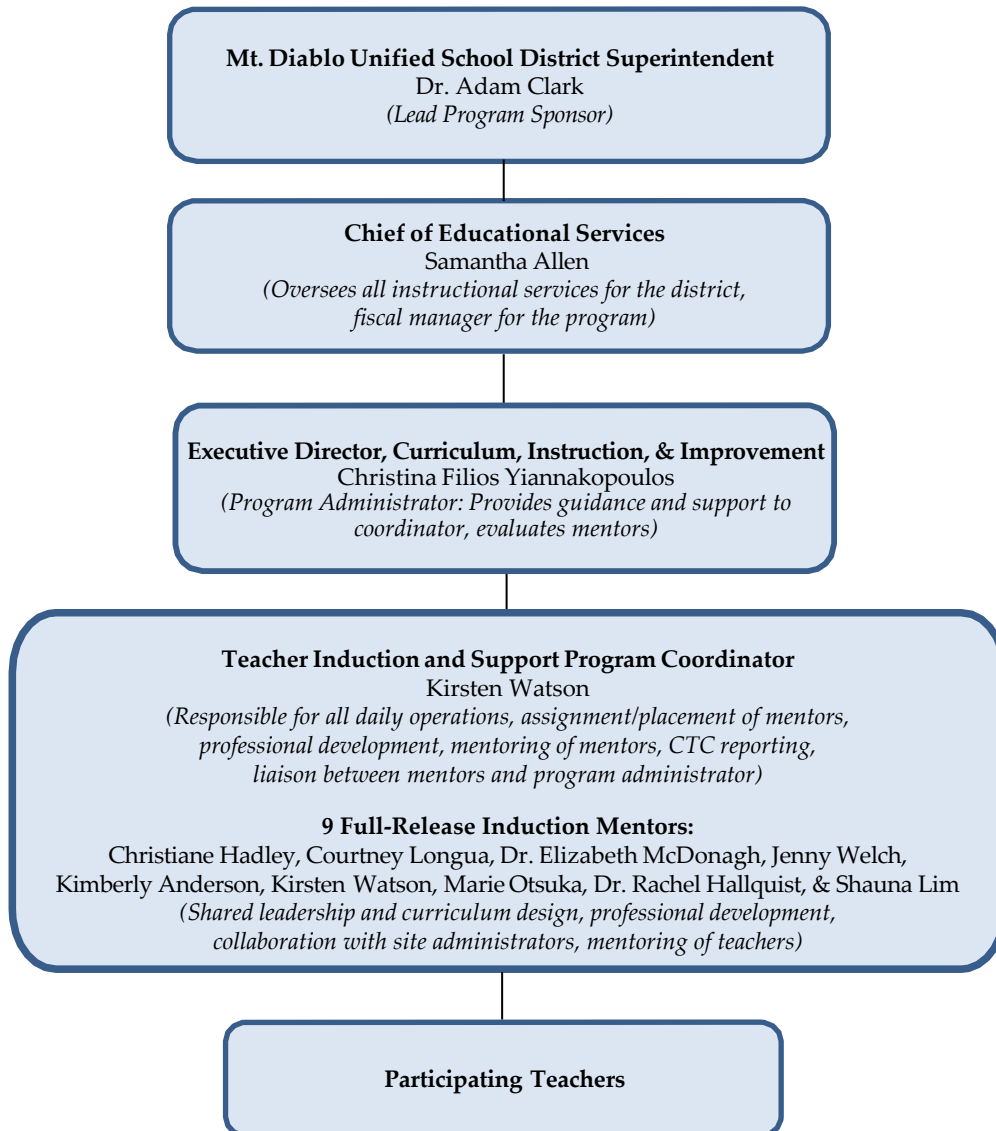
Teacher Induction/Peer Assistance and Review (PAR) Panel

The collaborative governing body of TISP is comprised of equal representatives of the Mt. Diablo Unified School District and Mt. Diablo Education Association and are responsible for hiring TISP mentors.

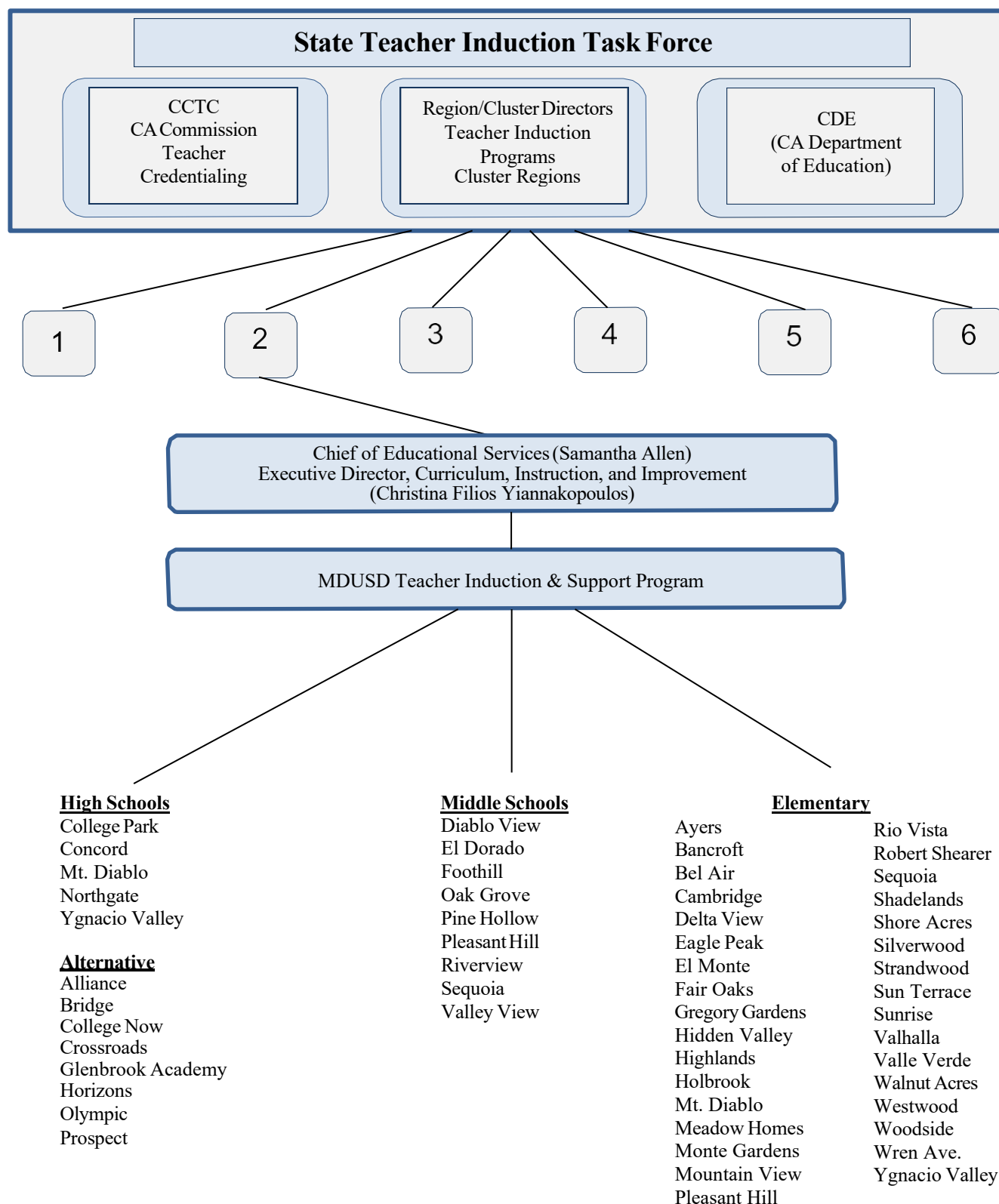
TISP Mentor

A TISP mentor is an assigned mentor who works with a participating teacher, providing guidance in reflecting on teaching practice as it relates to student achievement and co-developing the Individualized Learning Plan.

MDUSD TISP ORGANIZATIONAL CHART



STATE TEACHER INDUCTION ORGANIZATIONAL CHART



**MT. DIABLO UNIFIED SCHOOL DISTRICT (MDUSD)
TEACHER INDUCTION AND SUPPORT PROGRAM (TISP) AGREEMENT**

[Return to TOC](#)



Important legal requirements and notifications are contained herein

TISP Participant: _____
First Middle Last

Mailing Address: _____
Street City State Zip

Cell Phone: (____) _____ Personal Email: _____

School Assignment: _____ Grade Level: _____ Subject Area(s): _____

Teacher Preparation Completed at: _____ Date Completed: _____
Name of College/University

Preliminary Credential Type: ☐ Multiple Subject ☐ Single Subject ☐ Education Specialist

Years of Teaching Experience: _____ California Public School _____ California Private School

_____ Out-of-state: (specify state/country) _____

Have you participated in an Induction program previously? ☐ Yes ☐ No Year(s) Participated _____

Name and location of the Induction program in which you previously participated _____

- I have been advised that it may be my responsibility, based upon my credential renewal requirements, to enroll in a California Clear Credential Induction program. _____ (initial)
- By completing and signing this application, I am enrolling in the MDUSD TISP as of _____ (today's date) _____ (initial)

Please read the following carefully.

TISP Participant Requirements

- I agree to carefully read the TISP Participant Handbook and complete all TISP surveys.
- I agree to attend and fully participate in TISP Orientation and TISP Colloquium.
- I agree to submit an Individual Learning Plan (ILP) to be assessed for progress towards mastery of the CTSP by an ILP Review Panel twice a year as partial evidence of credential completion.
- If deemed appropriate by TISP staff, meet with TISP coordinator or MDUSD credential analyst for advisement.

TISP Participant Responsibilities

- I agree to participate in the following program activities with my TISP mentor: weekly meeting, completion of formative assessments, ongoing reflection, setting and progressing towards professional goals, and classroom observations.
- I agree to maintain a collegial relationship with my TISP mentor characterized by reflection and regular collaboration.
- I understand that, should questions or concerns arise about the pairing of myself and my TISP mentor, it is my responsibility to contact the TISP coordinator as per guidelines in the TISP Participant Handbook.
- I understand that it is my responsibility to make timely progress toward mastery of the CSTP and completion of MDUSD TISP within the two-year guidelines or one-year if approved as an Early Completion Option (ECO) participant.
- Failure to complete this program may result in either loss of my credential, or financial consequences (see reverse).

TISP Participant Acknowledgements

- I acknowledge that failure to fulfill any of the above TISP requirements and/or responsibilities could result in my not receiving a recommendation for a California Clear Credential. _____ (initial)
- I acknowledge that the TISP requirements and responsibilities leading to completion of a California Clear Credential do not imply or ensure continued employment in MDUSD, as licensure requirements and employment criteria may differ. _____ (initial)
- I understand that information gathered regarding performance is confidential and may not be used for employment evaluation purposes. Information regarding completion may be shared with TISP mentors and other site/ district/ program administrators. _____ (initial)
- I acknowledge that it is my responsibility to submit all required evidence for program completion. _____ (initial)
- I have read the "TISP Extension Information" on the reverse side. _____ (initial)

Participant Signature _____

Date: _____

TISP Coordinator _____

Date: _____

MDUSD TISP EXTENSION INFORMATION

Funding for Clear Credential candidates is provided for only two years while teaching on a California Preliminary Credential. MDUSD TISP has been carefully designed for completion within that two-year timeline. Participating teachers who fail to complete the program within this timeline may submit a written request to the TISP Coordinator for an extension of the completion date. Such extensions will either be approved or denied, but will not exceed 12 months.

For any teacher unable to complete his/her full Induction program (except in the case of extenuating circumstances), MDUSD TISP may continue to provide training opportunities. **However, the individual will bear pro-rata financial responsibility for additional costs** based on the annual TISP funding (e.g. 2026-2027 funding is \$5,500).

An extension request shall be made in writing to the TISP coordinator and accompanied by documentation from the participating teacher. When considering an extension request, progress toward program completion for a Clear Credential will be evaluated. The decision to provide an extension will be made on an individual basis.

Requests for an additional year of participation must be for good cause and substantiated at the discretion of MDUSD TISP. Valid reasons include:

- Severe personal health issues in which the participating teacher was under a doctor's care and unable to work.
- Severe personal health problems related to an immediate family or household member who is under a doctor's care in which the participating teacher must stop working in order to care for this person. (MDUSD personnel policies define "immediate family").
- An approved leave of absence from the district.

MDUSD TISP may require further verification of the circumstances leading to the request for an additional year in TISP. The following will be considered in the decision:

- The teacher has a valid preliminary multiple or single subject teaching credential that will not expire prior to completion of the Induction program.
- The Induction completion requirements are achievable within one additional program year.
- The teacher has made reasonable progress towards completing program requirements for the Professional Clear Teaching Credential.

Teachers who have participated in two years of any California Commission on Teacher Credentialing approved Induction program, who has not completed all requirements to receive a recommendation for the clear credential, **are not eligible** to participate in MDUSD TISP, and will need to obtain a Clear Credential through some other means.

TISP MENTOR SELECTION CRITERIA

- ◆ Minimum of eight (8) years successful teaching experience in a PreK-Adult classroom
- ◆ Minimum of five (5) years successful teaching experience in the Mt. Diablo Unified School District
- ◆ Possession of a California Clear Teaching Credential
- ◆ Successful experiences in mentoring
- ◆ Excellent interpersonal communication skills
- ◆ Excellent organizational skills
- ◆ Excellent written and verbal skills
- ◆ Knowledge of research-based practices
- ◆ Knowledge of adult learning and new teacher development
- ◆ Knowledge of the Common Core Standards and performance levels for students
- ◆ Understanding of the California Standards for the Teaching Profession
- ◆ Experience facilitating or providing professional development to colleagues
- ◆ Excellent evaluation record
- ◆ Documented professional development experiences resulting in the knowledge and skills needed to be an effective mentor
- ◆ Expertise in formative assessment processes
- ◆ Knowledge and application of culturally responsive pedagogy
- ◆ Commitment to ongoing development as an anti-racist educator
- ◆ Working knowledge of current educational technology
- ◆ Demonstrates commitment to personal professional growth and learning
- ◆ Ability to be an excellent professional role model
- ◆ Ability to work as part of a collaborative team
- ◆ Valid California Driver's License and daily access to a car