

**PRECONDITIONS for TEACHER INDUCTION PROGRAMS**  
**EDUCATION SPECIALIST**  
CALIFORNIA STATE UNIVERSITY, FRESNO  
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
MAY 30, 2017

*Fresno State's Clear program will be revised to meet the new Induction preconditions and standards:*

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.

*The program will be designed to be a two-year, individualized support experience that will be coordinated with the employing districts to ensure the job-embedded mentoring, support and professional learning begin in their first year of teaching following their earning of the Preliminary credential. Once enrolled in the Induction program the teacher will be contacted and the two-year commitment will be shared. The Induction program will also be posted on the Kremen School website.*

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.

*In collaboration with both districts and County Offices of Education mentors will be identified for each new teacher in the first 30 days of enrollment in the Induction program. The mentors will be matched to the new teacher's employment according to their credentials held (Education Specialist M/M and M/S). Mentor selection will be in consultation of the district and mentor trainings will be collaborative whenever possible.*

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.

*In collaboration with both districts and County Offices of Education each new teacher participating in the induction program will receive an average of not less than one hour per week of individualized support. This support may be program coordinated, mentor coordinated, or directly provided by the mentor. A system to document contact hours for mentoring will be established for individual documentation and for program oversight and improvement.*

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.

*An Individual Learning Plan (ILP) will be developed within the first 60 days of the new teacher's enrollment in the Induction program. The goals will be based on the CSTPs, the new teacher's current employment needs, the new teacher's personally identified needs, and needs identified when completing the Preliminary credential. The ILP will be developed in collaboration with their program faculty, mentor, and employing district/COE input.*

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.

*The Individual Learning Plan will be designed solely for professional growth and development of the new teacher. Program documents will explicitly document that the plan will not be used for employment evaluation 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.

*An Early Completion option criteria will be developed for "experienced and exceptional" candidates. It will be designed with input from regional districts/COEs. This criteria will share the process to request the option, documentation needed, timeline, and specific experiences to be considered. It will also include an appeal process.*