4.0 Program Sequence Teacher Induction Program

Teacher Induction Program: Extension and International Programs:
https://extension.fullerton.edu/professionaldevelopment/teacher-induction

Candidate Pathway – Two Year Program			
First Semester	**Second Semester**	**Third Semester**	**Fourth Semester**
EDEL/EDSC 502E	EDEL/EDSC 502F	EDEL/EDSC 502G	EDEL/EDSC 502H
Develop and implement ILP with professional goals.

Document progress working on goals using the Mentor Process Log.

Reflect on progress throughout the course by engaging in structured discourse and Mentor conversations. Complete a CSTP Self-Assessment across CSTPs 1-3.

Complete the first Pre-Observation-Post (POP) Cycle – Semester 1 on teacher practice with Mentor.

Develop a digital portfolio to provide evidence that candidates have met the learning objectives and professional standards. | Update and continue to implement ILP with a focus on instructional strategy.

Document progress working on goals using the Mentor Process Log Semester 2.

Reflect on course experiences and professional growth. CSTP-Self-Assessment, Year 1 Final (CSTP 4,5,6) Pre-Observation-Post (POP) Cycle on teacher practice (Semester 2) with Mentor.

Continue developing the digital portfolio by adding CSTP 4-6 evidence, the results of the second semester ILP, materials from the POP cycles, and CSTP CTP Assessment for year 1 | Update and continue to implement ILP with an emphasis on ISTE Standards.

Document progress working on goals using the Mentor Process Log Semester 3.

Reflect on the connections between CSTPs 1-6 to ISTE Standards. Engage in structured conversations with mentor teacher and peers.

POP Cycle semester 3 focused in technology-enhanced lesson plan and instructional materials. Discuss successes, challenges and solutions concerning teacher practice.

Include in the digital portfolio by adding evidence that demonstrates | Update and continue to implement ILP with an emphasis on Teacher Leadership and the National Board for Professional Teaching Standards.

Document progress working on goals using Mentor Process Log Semester 4.

Reflect on progress throughout the course with an emphasis on Teacher leadership, complete the NBPTS Self-Assessment and Teacher Leader Standards Self-Assessment.

Finalize CSTP Self-Assessment across CSTPs 1-6

Update the digital portfolio by adding evidence that demonstrates proficiency in NBPTS and Teacher |

		proficiency in ISTE standards with the CSTP connections.	Leadership Standards with the CSTP connections.

Candidate Pathway – Early Completion Option		
Late Summer Semester	**Fall Semester**	**Spring Semester**
EDEL/EDSC 502A	EDEL/EDSC 502G	EDEL/EDSC 502H
Conduct a CSTP-Self-Assessment, Year 1 (CSTP 1-6) using the CSTP Continuum and develop an Individualized Learning Plan Explore alignment of Pre-Observation-Post (POP) Cycle and ILP with Teacher Inquiry with your Mentor. Discuss and Reflect on the CSTPs with peers. Develop a digital portfolio to provide evidence that candidates have met the learning objectives and professional standards.	Update and continue to implement ILP with an emphasis on ISTE Standards. Document progress working on goals using the Mentor Process Log Semester 3. Reflect on the connections between CSTPs 1-6 to ISTE Standards. Engage in structured conversations with mentor teacher and peers. POP Cycle semester 3 focused in technology-enhanced lesson plan and instructional materials.	Update and continue to implement ILP with an emphasis on Teacher Leadership and the National Board for Professional Teaching Standards. Document progress working on goals using Mentor Process Log Semester 4. Reflect on progress throughout the course with an emphasis on Teacher leadership, complete the NBPTS Self-Assessment and Teacher Leader Standards Self-Assessment.

	Discuss successes, challenges and solutions concerning teacher practice.	Finalize CSTP Self-Assessment across CSTPs 1-6
	Include in the digital portfolio by adding evidence that demonstrates proficiency in ISTE standards with the CSTP connections.	Update the digital portfolio by adding evidence that demonstrates proficiency in NBPTS and Teacher Leadership Standards with the CSTP connections.

- Candidate completes an induction Program Plan that documents all CSTPs measured with final Self-Assessment Scores and commentary.
- Candidate must complete any other requirements for the clear credential, if so noted on the preliminary credential.
- Candidate initiates the application process for a clear credential by submitting an application for credential through the CSUF Credential Preparation Center and other required documents for Credential Analyst processing.