

Candidate Name: _____ Credential Type: _____ Date: _____

Induction Transition Plan

The information below is intended to help you transition from a pre-service credential program to an in-service induction program. Though not an exhaustive list, possible categories to consider for strengths and areas for growth include: *planning & preparation, classroom environment, instruction, assessment, reflection, professional responsibilities, and professional dispositions.*

Identified Strength	Evidence Supporting Strength	Associated TPE(s)*

Identified Area for Growth	Evidence Supporting Area for Growth	Associated TPE(s)*

Teacher Candidate: _____

University Supervisor: _____

Cooperating Teacher: _____

*TPE 1: Engaging and Supporting all Students in Learning, TPE 2: Creating and Maintaining Effective Environments for Student Learning, TPE 3: Understanding and Organizing Subject Matter for Student Learning, TPE 4: Planning Instruction and Designing Learning Experiences for All Students, TPE 5: Assessing Student Learning, TPE 6: Developing as a Professional Educator

Induction Support Plan

Once hired, discuss the previously identified areas of growth with your induction mentor. Using that information along with input from your site administrator regarding school/district goals, collaboratively determine specific practices, skills, areas of knowledge and/or dispositions for which you would like support during the year.

Area for Growth Specific practice, skill and/or professional knowledge/disposition to develop	Description of plan to improve or implement practice/skill/knowledge/disposition	Supports/Resources needed

Beginning Teacher: _____

Induction Mentor: _____

Date: _____

Reflection

At the middle and end of the year, reflect on your support plan. What growth or change have you seen in identified areas? What do you believe contributed to these changes? If you did not see growth or change, why do you believe that is the case?