

**San Jose State University  
Department of Special Education**

**Candidate Transition Plan**

This document is designed to bridge the transition from the teacher preparation program to the Education Specialist Clear Induction program. Experiences documented here will help inform the Support Provider of the individual needs of the candidate as they begin their teaching career.

Candidate Name: \_\_\_\_\_ Date Credential Program Completed : \_\_\_\_\_ Date: \_\_\_\_\_

Employing District: \_\_\_\_\_ Support Provider: \_\_\_\_\_

**Directions:** At the end of your Preliminary Education Specialist credential program, use the first two columns to describe your experience and identified strengths. At the beginning of the Clear Credential Program, identify areas in the third column on which you could focus for further development.

<b>Domain</b>	<b>I. Formative Assessment of Teaching Performance</b> <small>(Complete this section with the support of your Master Teacher and Field Supervisor)</small>	<b>II. Identified Strengths</b> <small>(Complete this section with the support of your Master Teacher and Field Supervisor)</small>	<b>III. Areas for Further Development</b> <small>(Complete this section with the support of your University Supervisor and Support Provider)</small>
<p><b><i>CSTP Standard 1: Engaging and Supporting Students in Learning</i></b></p> <p>Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.</p>			
<p><b><i>CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning</i></b></p> <p>Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.</p>			

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<p><b><u>CSTP Standard 3:</u></b> <b>Understanding and Organizing Subject Matter for Student Learning</b> Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.</p>			
<p><b><u>CSTP Standard 4:</u></b> <b>Planning Instruction and Designing Learning Experiences for All Students</b> Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students</p>			
<p><b><u>CSTP Standard 5:</u></b> <b>Assessing Students for Learning</b> Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.</p>			

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<p><b><i>CSTP Standard 6: Developing as a Professional Educator</i></b>            Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.</p>			

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Master Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Support Provider Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Clear Program Coordinator Signature: \_\_\_\_\_

Date: \_\_\_\_\_