

Teachers College of San Joaquin

**Common Standards Reviewer Feedback
Common Standards Document**

**Preliminary Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback**

Common Standards

Institution	Teachers College of San Joaquin
Date of initial review	May 10, 2012
Subsequent dates of review	May 17, 2012; May 30, 2012
Date Preconditions Complete	May 10, 2012
Date Common Standard Aligned	May 30, 2012
Date Program Standards Aligned	Not applicable

Status	Standard
	<p>Standard 1: Educational Leadership The institution and education unit create and articulate a <u>research-based vision</u> for educator preparation that is responsive to <u>California's adopted standards and curriculum</u> frameworks. What is the <u>research</u> basis for the vision? The Littky'sbook? You said: As a result of the work of the researcher/participants, it was determined that Littky's book would be adopted as the introductory text within the core curriculum, thus setting the tone for the course of study to follow. Additionally, studies regarding the effectiveness of career academies, project based learning, and multiple pathways were reviewed by during the development of TCSJ's curriculum. Furthermore, both part time and full time faculty engage in ongoing study regarding research specific to their content including recent literature regarding the Common Core Standards and 21st Century Skills. Please provide more clarity on the research. Met</p> <p>The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. Vision is to serve CV children by recruiting and training exemplary faculty What does the program do to support scholarship? Met</p> <p>The faculty instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Met</p> <p>Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. Met</p> <p>The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. Met</p>
More information needed	
More information needed	
Met	
More	Standard 2: Unit and Program Assessment and Evaluation

Status	Standard
<p>information needed</p> <p>More information needed</p> <p>Met</p>	<p>The education unit implements an <u>assessment and evaluation</u> system for ongoing program and unit evaluation and improvement.</p> <p>What is the unit’s assessment and evaluation system? How is the program evaluation data used to inform the Unit?</p> <p>The chart clearly demonstrates how the programs are been evaluated. The reviewer needs additional clarification on how the Unit utilizes the program evaluation data.</p> <p>Met</p> <p>The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations.</p> <p>Met</p> <p>Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</p> <p>Met</p>
<p>Met</p>	<p>Standard 3: Resources</p> <p>The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.</p> <p>Met.</p> <p>Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management.</p> <p>Met</p> <p>Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.</p> <p>Met</p>
<p>More information needed</p> <p>More information needed</p> <p>Met</p>	<p>Standard 4: Faculty and Instructional Personnel</p> <p>Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program.</p> <p>Met</p> <p>Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.</p> <p>Met</p> <p>They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.</p> <p>How does the unit ensure that faculty is reflective of a diverse society and knowledgeable about diverse abilities, culture, language, and ethnic and gender diversity.</p> <p>All faculty have a CLAD and students are evaluated. How does the institution ensure that</p>

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	<p>that faculty are reflective of a diverse society? Met</p> <p>They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Met</p> <p>They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. Met</p> <p>The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective. There is evidence that the unit regularly evaluates fieldwork supervisors, BTSA staff, Mentors. How are course instructors evaluated? How is excellence recognized? Not met. No additional information was provided. Met</p>
<p>More information needed</p> <p>Met</p>	<p>Standard 5: Admission <i>Questions, Comments, Additional Information Needed:</i> In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Met</p> <p>Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. How does the program encourage and support applicants from diverse populations? Met</p> <p>The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Met</p>
<p>More information needed</p> <p>Met</p>	<p>Standard 6: Advice and Assistance</p> <p>Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, and professional and personal development. Met</p> <p>Appropriate information is accessible to guide each candidate's attainment of all program requirements. How is information provided to guide candidate's attainment of program requirements? Candidates have access to staff but how are program specific requirements provided to candidates? Met.</p> <p>The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education</p>

Status	Standard
	<p>profession. The institution/unit provides candidate support and assistance. What is the process to retain candidates and how are they advanced? Met</p> <p>Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. What evidence is used to evaluate candidate progress and performance and how is that used to advise and assist? Met</p>
Met	<p>Standard 7: Field Experience and Clinical Practice</p> <p>The unit and its partners design, implement, and regularly evaluate a planned sequence of field based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. Met</p> <p>For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Met</p> <p>Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning. Met</p>
More information needed Met	<p>Standard 8: District-Employed Supervisors <i>Questions, Comments, Additional Information Needed:</i></p> <p>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. Met</p> <p>A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Met</p> <p>Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. How are supervisors trained, oriented to the supervisor role, and evaluated in a systematic manner? Met</p>
More information needed More information needed	<p>Standard 9: Assessment of Candidate Competence <i>Questions, Comments, Additional Information Needed:</i></p> <p>Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. How is this assessed? Met.</p>

Status	Standard
<p>Met</p>	<p>Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.</p> <p>Each of the programs has unique competency assessments but how do you determine that candidates met the Commission adopted program standards?</p> <p>Is there a process to ensure that each candidate meets the specific competency requirements?</p> <p>Met</p>

Common Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

All credential programs offered through Teachers College of San Joaquin (TCSJ) adhere to a set of guidelines based on the standards set forth by the Commission on Teacher Credentialing. California's adopted standards and curriculum frameworks are integral to all of our credential programs.

Teachers College of San Joaquin was founded by teachers for teachers. Our mission is,

To develop a workforce of teachers and school leaders that are comfortable with collaboration, understand the need to prepare students for both work and higher education, and have the skills to develop, implement and sustain innovative educational ideas, including multiple pathways programs. To build a workforce of teachers and teacher leaders that will be neither "academic" nor "career" educators, they will be both. As such, we value and support the experiences and contributions of all our students and are committed to providing rigorous, authentic, and innovative teaching and learning approaches.

During the development stage of the college, a team of eight teachers was recruited as “researcher/participants” to work with several faculty members to develop curriculum that was grounded in research and specific to school reform related to college and career readiness. The work of numerous researchers, including but not limited to Marzano, Fullan, Washor and Littky, Oakes, Gardner, and Knowles, has influenced the design and ongoing improvement of all of the programs offered through TCSJ. For example, as a result of the work of the researcher/participants, it was determined that Littky's book, *The big picture: Education is everyone's business* (2004) would be adopted as the introductory text within the core curriculum, thus setting the tone for the course of study to follow. Littky is nationally known for his work in innovative school reform for the last 35 years and his research ties directly to the TCSJ mission. Additionally, studies regarding the effectiveness of career academies, project based learning, and multiple pathways were reviewed by during the development of TCSJ's curriculum. Furthermore, both part time and fulltime faculty engage in ongoing study regarding research specific to their content including recent literature regarding the Common Core Standards and 21st Century Skills.

Examples of research that has influenced our curriculum and program design include but are

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not limited to, *A framework for understanding poverty*, (Payne, 1996), *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning* (Barron & Darling-Hammond, 2008), *Using student achievement data to support instructional decision making* (USDE, 2009), *Problem-based learning: a framework for prospective teachers' pedagogical problem solving* (Simone, 2008), *Attributes and characteristics of exemplary, leading, and innovative career and technical education teacher preparation programs* (Bruening, Scanlon, Hoover, Hodes, Shao, Dhital, et al, 2002), and *California content and CTE standards and frameworks*.

Texts include but are not limited to, *Living the questions: A guide for teacher researchers* (Hubbard & Power, 1999), *Career pathways: Education with a purpose* (Hull, 2005), *A framework for understanding poverty*, (Payne, 1996), *Classroom instruction that works: Research-based strategies for increasing student achievement* (Marzano, Pickering, & Pollack, 2001), *Assessing student outcomes: Performance assessment using the dimensions of learning model* (Marzano, Pickering, & McTighe, 1993), *Educational administration concepts and practices* (Lunenburg & Ornstein, 2008), *Creating literacy instruction for all students* (Gunning, 2008), and *California content and CTE standards and frameworks*.

To ensure the ongoing development of our preparation programs, all fulltime members of our faculty and leadership team participate in weekly literature study—a common piece of educational literature is read and discussed at leadership team meetings each Friday. **Ongoing research as to the effectiveness of our programs is conducted by the Office of Institutional Research, which is under the direction of Dr. Sylvia Turner.**

All decisions are influenced by the effect that these decisions will have on children. As candidates have regular contact with children, children's "handprints" are on all of our work. Because of this broader vision, TCSJ leadership works closely with the K-12 district leadership employing the program participants. Therefore the director and program staff are accessible and responsive to district administration, site principals, and others responsible for the training and support of program candidates. Decisions as to the progress of candidates and any remediation that may be required for their continued growth, are influenced by the input of these individuals.

Specific program components further support this vision:

- Program Orientation
- Coursework and seminars are designed for employed teachers and address local context.
- Mastery of all coursework is required.
- Candidates receive multi-layered support on-site.
- Supervision within the Practicum/Fieldwork.
- Cohorts are established to support learning.
- Faculty is drawn from highly qualified practitioners.

The dean is committed to the implementation of the program standards and goals and supports the vision of serving the Central Valley's children by recruiting and training exemplary teachers and administrators.

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The San Joaquin County Office of Education supports the program by providing adequate facilities and equipment for its successful operation, including the expansion of the Professional Development Center and construction of ten new classrooms to accommodate the growth of the program. The dean serves as an ex-officio member of the TCSJ Governing Board and also convenes the TCSJ Advisory Board, thus providing access to the policy decision-making process and provides input to the overarching goals of the institution at large. The TCSJ Governing Board supports all preparation programs and also participates in candidates' culminating Exhibition/Portfolio Presentations.

Several departments exist within TCSJ. The Teacher Apprentice Program, Paraprofessional Teacher Training Program, teacher credentialing (multiple subject, single subject, mild/moderate, moderate/severe, early childhood education specialist, and Career Technical Education), Beginning Teacher Support and Assessment (induction) combine to create the California Learning to Teach Continuum, which are under the administration and leadership of the Dean. In addition to learning to teach, the TCSJ also sponsors an Administrative Services Credential Program (Tier I and II). As a graduate school of education, Teachers College of San Joaquin also offers an M.Ed. program, which can be completed concurrently with the teaching or administrative services credential.

The Dean along with the Administrative Services Credential Program Coordinators, Induction Coordinator, the Lead Practicum Supervisor, the Manager of Admissions and Student Services, the Intern Program Coordinator, Paraprofessional Coordinator and Teacher Apprentice Program Coordinator and members of the Leadership Team and meet weekly and share in the decision-making process. Leadership Team members are respected for their unique perspectives regarding the programs for which they have authority and are supported in their decision-making process. All roles within the organization overlap across programs to provide a more cohesive experience for the credential candidate. Additionally, there is ongoing participation from the Credential Analyst.

Each program (Pre-Intern, Intern, Induction, Administrative Services) has managers directly responsible for the overall direction of the programs. This includes coordinating partnerships with K-12 school districts, budget oversight, and daily operation of the aforementioned programs. Each manager also reports to the appropriate state agency and participates in state-level training and committee work.

These managers report to the dean who is responsible for the coordination of all programs within the graduate school of education. The dean is the contact for state agencies, primarily the California Commission on Teacher Credentialing. As mentioned above, the dean also serves as liaison to the governing board and meets all responsibilities within that role.

All managers share in the leadership within their specific K-12 partnerships, however the dean serves as liaison to each partner district, therefore providing the K-12 leadership with a clear contact person.

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To support collaboration with the K-12 districts in the area, the leadership of those districts (usually Directors or Asst. Supt. of Human Resources) also participate in yearly meetings with the aforementioned program leadership, as well as participating in more informal communication and consultation throughout the year. Bargaining unit participation has been sought when appropriate. Input is sought on a regular basis from all stakeholders through ongoing conversation, focus group feedback, and survey research.

As mentioned previously, the credential technician plays an important role in contributing to program decisions. Teachers College of San Joaquin employs 2 credential technicians who are exclusively responsible for the candidates in all of our programs. They regularly participate in CCTC training events and are responsive to any changes in regulations regarding credential recommendation. Students in our programs meet with credential technicians as they enter and exit our programs. All candidates are contacted individually regarding credentialing and are provided with guidance through appointments within 30 days of program completion, as well as ongoing advisement at the request of the participant. The credential office is staffed 5 days a week and students are also invited to drop in as needed.

Standard 2: Unit and Program Assessment and Evaluation

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The Director of the Office of Institutional Research (OIR) leads the college in collecting and analyzing data for the purpose of continuous improvement. Unit and program assessment and evaluation is ongoing. Data is collected from all stakeholders through written surveys and/or evaluations, focus group interviews, on-line surveys, faculty meetings, Cohort Team Meetings, Consortium Leadership Team (CLT) Meetings, and gleaned from mandated reports for the purpose of program improvement. Teachers College of San Joaquin utilizes a password-protected database for the purpose of ongoing data collection related to candidate qualifications, proficiencies, competence, and completion of the program. Additionally, hard copies of candidate information are kept for three years and then scanned and kept in perpetuity.

Local Assessment and Evaluation

The OIR director, in conjunction with program leadership, develops a comprehensive yearly local program evaluation plan (*[TCSJ Credential Program - System of Assessment and Evaluation](#)*). *An assessment and evaluation plan that focuses on the goals and objectives of each credential program including:* general education and special education teacher preparation, BTSA/Induction, Administrative Service Credential Program (Tier I and II), and Career and Technical Education as well as addressing the overall program design and rationale of each program. *The leadership team and faculty utilize the reports from the OIR to ensure that each program is holding candidates to the adopted competency standards. When the data reveals that candidate or unit performance is less than excellent, the leadership team and faculty respond with appropriate adjustments. Concurrent with each cycle of the TCSJ overall program review is an ongoing examination by the stakeholders of all credential program assessments and evaluation. The [TCSJ Program Review Timeline](#) provides a picture of the stakeholder groups who meet to analyze data and design action plans for program and unit improvement that occur throughout each year.*

Data is collected from candidates at the end of each course and fieldwork experience. Candidates are asked to evaluate the usefulness of each course and the concepts and strategies addressed. Additionally, they are asked if the class met their expectations and to suggest possible course modifications. Course evaluation data is shared with instructors with the expectation of continuous improvement informed by this data. Course instructors respond in writing to the evaluation data. The response is forwarded to the program director for review. A variety of capstone projects/portfolios are analyzed to assess for quality and

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alignment to program standards, CSTP's, CPSELs, as well as the mission/vision and core learning outcomes of the college. Findings are shared with the Leadership Team and faculty to inform adjustment to coursework and syllabi.

Data is also gathered from course faculty and fieldwork supervisors who meet once each semester (Cohort Team) to ensure that coursework and fieldwork are aligned. Cohort Team meetings also provide an opportunity to discuss any issues that a specific candidate or cohort may be having and discuss them as a team. The information gathered at these Cohort Team meetings informs program decisions. The entire faculty also comes together for a meeting each winter and for a week-long retreat each summer.

Attendees at all college sponsored professional development also complete an evaluation so the program may gather feedback about the quality and effectiveness of each event. The evaluation questions reflect the professional development's purpose and goals. If the data collected demonstrates the professional development provided was not effective, the professional development provider is not asked to present in the future.

The Consortium Leadership Team (CLT) is made up of school district representatives from each active member of each credential program. At a minimum, the CLT meets annually. Input is used for program improvement purposes. The OIR director gathers input from the CLT regarding the college's ability to meet core learning outcomes.

For BTSA/Induction, a mid year survey is given to all Participating Teachers. The survey focuses on the working relationship between the Participating Teacher and his/her Support Provider, including the amount of time spent working together to meet the immediate needs of the Participating Teacher as well as complete the Induction Requirements. Participating Teachers are also free to make additional comments as well as ask to meet with the BTSA Coordinator. An end of the year local survey is given to both Participating Teacher and Support Provider to augment the state survey questions. Results of local surveys are shared with all stakeholders.

State Surveys and Reports

Data collected through state surveys and reports is another tool to guide the program leadership in making changes to the program.

Credential program Participating Teachers, Support Providers and Site Administrators take an end of the year state survey. The data collected drives program improvement.

As all credential programs have moved into the 7-year cycle of accreditation, each program collects data related to candidate competence and program effectiveness. The college will use this data to inform programmatic decisions.

- Biennial Report – During years one, three, and five of the cycle, the program will prepare a Biennial Report that provides evidence that includes contextual information, candidate assessment, analysis, an action plan based on the analysis,

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- and a summary of trends across the program or critical issues. The Biennial Report will be reviewed by Commission staff and based on the information may request additional information or schedule a site visit.
- Program Assessment – During year four, the program submits a Program Assessment document that includes the most recently approved program document with modifications, current course syllabi and faculty vitae, and information on assessment used at key points in the program in order to determine candidate competence. A team of reviewers will determine whether the standards are met and submit a preliminary report to the Committee on Accreditation (COA).
 - Institutional Site Visit – During year six, the college prepares for a site visit from a Commission appointed accreditation team. The focus is primarily Common Standards and any program areas identified in advance by the COA as a result of the program assessment process.

Candidate Qualifications, Proficiencies, and Competence

On going data is collected with regard to candidate qualifications, proficiencies and competencies. Determining candidate qualifications for the various programs begins with an application process. Once the qualifications for entrance into a credential program are met, information is entered into the database and put in candidate files. For a candidate to remain in the credential program to which he/she is enrolled is determined by completion of proficiencies and competencies. Records of proficiencies and competence are also kept within the database and in candidate files

Candidate proficiencies and competencies are assessed though candidate competency records, portfolios, Teacher Performance Assessments, formative assessment activities, mastery of course content, supervisor and lead mentor observations, site administrator evaluations, to name just a few.

Standard 3: Resources

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Teachers College of San Joaquin (TCSJ) programs rely on revenue from three sources: Federal, state and private grant funds, tuition fees from candidates, and in-kind/fiscal resources from the San Joaquin County Office of Education (SJCOE) and partner K-12 school districts.

Personnel

The aforementioned funds are allocated in total to the operation of all credential programs. These funds provide adequate faculty, fieldwork supervision/mentoring, program administration, and clerical support for the operation of the programs in Teacher Development.

The coursework and fieldwork faculty are drawn from expert practitioners, some of whom are released fulltime from their school district for two years as Visiting Educators. Additionally, recently retired teachers and faculty are employed as Practicum Supervisors. Currently practicing administrators serve as Field Placement Administrators. Current and recently retired administrators serve as Lead Mentors in the Tier II program. All candidates are organized in cohorts. Resources are sufficient to maintain a ratio of twenty-five to one in coursework. Supervisors and Lead Mentors maintain various caseloads, however, resources are sufficient to provide for approximately 10-20 observations each year per intern and 6-8 hours of support per month for Tier II candidates, allowing for more should it be deemed necessary for the success of the intern.

In addition to faculty, candidates have access to the services of a credential analyst, the Registrar and Manager of Admissions and Student Services, the lead Practicum Supervisor, the Dean, IMPACT Coordinator, CTE Coordinator; TPA Coordinator, BTSA Coordinator and several support staff trained to assist them. Additionally, TCSJ provides teachers in all programs release time for the purpose of observation and consultation. Candidates have email, phone, written, and face-to-face contact with faculty throughout their program.

Facilities, Information Resources, Additional Resources

Equally as significant is the allocation of various resources from SJCOE and the K-12 districts. Examples include:

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- Professional Development Center (PDC) constructed and operated by SJCOE for the purpose of housing Teachers College of San Joaquin and other related teacher support programs. In addition to the eleven classrooms, offices, a bookroom, storage areas, and resource library, the PDC also houses three computer labs and a robotics lab. The hardware and software are continually updated so as to remain on the cutting edge. All program candidates have access to all areas of the PDC including the labs.
- SJCOE's Nelson Center, Education Service Center, and Venture Academy are also available for meetings, seminars, and classes.
- PoRTaL Website: Podcasts for Refining Teaching and Learning is a website that contains ideas for classroom practice, tips on classroom management, and stories from educators. Podcasts take the form of either audio or video. The site is updated weekly. BTSA/Induction related podcasts are also available for both the Participating Teacher and Support Provider. (<http://podcast.sjcoe.net/portal>)
- SJCOE provides 24 hour security, housekeeping services, and has enhanced parking for programs.
- SJCOE allocates resources to support infrastructure (office space, computer equipment, furniture, etc.).
- K-12 districts assign and compensate veteran teachers (peer coaches and Support Providers) to act as on-site support for interns.
- K-12 districts release principals and vice-principals to attend program training/orientation.
- Candidates are released from teaching by K-12 districts for the purpose of observing expert teaching or school site administrators.
- K-12 districts release Administrative Service Credential Candidates from their teaching duties one day a week for 20 weeks
- BTSA/Induction Participating Teachers and their Support Providers are released by K-12 districts to attend the Kick-Off. The districts also provide release time to Support Providers to observe their Participating Teacher and to Participating Teachers to also observe colleagues.
- Each partner district and SJCOE designates at least one policy-level administrator to serve on the various Consortium Leadership Teams

Determining Resource Needs

All stakeholder groups are given the opportunity to provide input as to the resource needs of each credential program. The mechanisms in place for such input consist of Consortium Leadership Team Meetings, Cohort Team Meetings, Practicum Supervisor Meetings, monthly Support Provider Monthly seminars, weekly Teacher Development Leadership Team Meetings, local surveys, focus group interviews, and state surveys.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

IMPACT Coordinator, CTE Coordinator, Administrative Service Credential coordinators, Course Instructors, Practicum Supervisors (current and recently retired practitioners and other faculty), Lead Mentors, Visiting Educators, the BTSA Coordinator, BTSA Support Providers, make up the faculty and instructional personnel for Teachers College of San Joaquin (TCSJ) credential programs. Each member is more than qualified to meet the demands of their role in the program.

Faculty and Instructional Personnel

TCSJ is proud of the faculty and instructional personnel it has assembled to work with our credential candidates. Prospective faculty and instructional personnel go through the selection and hiring process and meet the minimum requirements associated with their position. All faculty and instructional personnel are recruited and selected from either current expert practitioners (teachers and/or administrators) or selected from recently retired teachers, and administrators who are held in high regard by other educators. Faculty and instructional personnel have expertise in the area in which they teach with many holding advanced degrees and/or specialized training in their content area.

Since instructional personnel and faculty are recruited from current practitioners, they possess current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning. In addition, they have a working knowledge of the academic content standards, frameworks and accountability systems that drive the curriculum of public schools. Both fieldwork and coursework faculty reflect the diversity of San Joaquin County. Diverse ethnic groups and both genders are well represented. Instructors are drawn from across the school districts employing TCSJ program candidates and thereby have a wide variety of experience and perspectives.

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Not only do the faculty and instructional personnel represent the diversity of our school populations but are very knowledgeable about the issues of diversity that face our schools today. All members of the TCSJ faculty hold a Cross-Cultural Language and Academic Development (CLAD) certification or the equivalent. The TCSJ faculty participates in ongoing discussions during faculty meetings regarding their sensitivity to students with diverse abilities, culture, language, and ethnic and gender diversity. Additionally, to ensure that faculty and staff continue to be thoughtful of the diverse TCSJ student population, the Office of Institutional Research conducts surveys of students' perceptions and course evaluations of instructors' behavior. Analysis of the resulting data and the outcomes are shared with the leadership team and faculty as well as inclusion within WASC reports. These outcomes are useful for decisions in assignment of faculty to instruct courses.

Although the diversity of the TCSJ faculty is reflective of the San Joaquin County Teacher and Administrator *workforce*, the strategic plan for the college includes a goal for the faculty to become more reflective of the of the *K-12 students* in the county. Therefore, the institution has established a Faculty Diversity Taskforce with the charge of oversight regarding the goals set forth in the strategic plan as well as preparing proposals to improve the diversity of the faculty (*Diversity Task Force Minutes*).

Faculty and instructional personnel are provided numerous opportunities to collaborate, enhance their practice and grow professionally. These have included attending workshops and conferences, presenting at conferences, and working on state-level committees. The college sponsors professional development for its faculty and instructional personnel. Each year they participate in semester Cohort Team Meetings and quarterly supervisor meetings. TCSJ faculty involved in assessing credential candidates, participate in training and calibration for that assessment (TPA, Portfolios, Masters Projects).

So that the college only retains those faculty and instructional personnel who are effective in their role, program candidates and stakeholders complete evaluations. Course evaluations, mid and end of the year surveys, feedback from district partners and focus group interviews prove important evaluative information. If a faculty member or other instructional personnel is not meeting expectations, corrective action is taken by the program manager or dean as appropriate. If improvement is not forthcoming, that individual is not re-employed. All of the faculty at TCSJ is expected to exhibit excellence, since the majority of our faculty are current practitioners and therefore adjunct, excellence is recognized in their continued employment at the college. We also recognize excellence by inviting faculty to participate in leadership roles within the college and present to external stakeholders. Additionally, adjunct faculty have been invited to join the fulltime faculty in a Visiting Educators position when funding and/or staffing needs support this.

Fieldwork Supervisors (Practicum Supervisors, Lead Mentors)

Collaboration occurs regularly with all partner districts to recruit field experience supervisors. This occurs primarily in three ways. First, district partners release talented teachers to TCSJ as Visiting Educators. Visiting educators work as practicum supervisors full time for two years. Districts also release teachers part time when there is a specific need that cannot be matched within the current rank of practicum supervisors. Secondly, districts

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alert the college to qualified teachers and administrators ready to retire. Practicum Supervisors (intern) and Lead Mentors (Admin. Tier II) are typically drawn from this population. As recent retirees, they have both the skill and time required to supervise intern teachers. Third, the Consortium Leadership Team (K-12 partners) initially identifies quality fieldwork placements. To be considered as an appropriate site for an administrative fieldwork candidate, the site administrator assigned to the school site must have had at least 3 years of successful experience (determined by district), be considered by their district to be a professional role model, and the site must have a diverse population.

Teachers College of San Joaquin is an autonomous unit within the county office and as such follows the hiring practices, procedures, and policies of the San Joaquin County Office of Education. In addition to following these practices, procedures, and policies, potential fieldwork supervisors participate in shadowing a current fieldwork supervisor. Initially, shadowing allows the applicant to learn more about the work that they may potentially be hired to do. Shadowing requires the applicant to do an observation along side an experienced practicum supervisor as well as attend a post-observation conference. After the observation and post-observation conference, the applicant and the experienced supervisor meet and discuss the shadowing outcomes. This provides the program with further information about the potential supervisors ability to function in this role. Once an applicant is selected, he/she attends an orientation and training. In the orientation, the newly hired fieldwork supervisor is provided and overview of their roles and responsibilities. All Practicum Supervisors and Lead Mentors receive extensive week-long training specific to their roles, followed by yearly refreshers. Practicum supervisors and lead mentors are assigned candidates upon the completion of the training. Supervisors are then required to attend quarterly training events as a condition of continued employment.

Supervisors are evaluated annually by the appropriate program director as well as by the candidates that they supervise and support. This evaluation occurs through end of the year surveys, feedback from district partners, and interviews.

BTSA/Induction Faculty, Instructional Personnel and Fieldwork Supervisors

BTSA/Induction faculty, instructional personnel, and fieldwork supervisors consist of the BTSA Coordinator, Support Providers, TCSJ Program staff and outside consultants. The BTSA Coordinator is responsible for both the initial and ongoing professional development for Support Providers. The BTSA Coordinator receives ongoing training by attending state Cluster meetings, networking meetings, IHE meetings, and state Director's meetings.

Support Providers are selected at the district level. Each participating district has a Support Provider application and selection process. Participating school districts have been apprised of, and have agreed to the selection of support providers based upon an outlined criteria that takes into consideration the roles and responsibilities of the Support Providers. Since Support Providers are recruited from current practitioners, or recently retired teachers, they possess current content knowledge, understand the context of public schooling, and model best professional practices in teaching and learning. In addition, they have a working knowledge

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of the academic content standards, frameworks and accountability systems that drive the curriculum of public schools.

Support Providers receive initial and ongoing professional development. Initial training for first time Support Providers is offered before the school year begins. Ongoing training for Support Providers takes place during the monthly Support Provider Professional Development Seminars. In order to best meet the induction needs of both Participating Teacher and Support Provider, separate professional development seminars are held for those who are serving Participating Teachers in their first year of induction and for those who are serving second year Participating Teachers. The monthly seminars also provide Support Providers the opportunity to network with other support providers from the various districts that participate in BTSA/Induction.

TCSJ program staff and outside consultants provide professional development for both Participating Teachers and Support Providers. Since program staff has gone through the TCSJ/SJCOE hiring process and met the minimum requirements associated with their position each is knowledgeable about the content each presents. Outside consultants have gone through an application process to ensure they are experts in the content they present.

The monitoring of Support Provider attendance at monthly Support Provider Professional Development Seminars, monitoring the submission of Support Provider Contact logs, and submitting observation forms for review, are a few ways the program assesses the quality of service provided by Support Providers. In addition, Participating Teachers complete an online mid year survey. In the spring, Participating Teachers complete both a local and a statewide BTSA survey, which also evaluates the support they received from their Support Provider. If the results of the survey, along with the other Support Provider assessments demonstrate that a Support Provider is not meeting his/her responsibilities, the BTSA Coordinator contacts the Support Provider to schedule a meeting. When necessary, the BTSA Coordinator contacts the Support Provider's district CLT member to determine if a new Support Provider needs to be assigned.

Attendees at all BTSA/Induction sponsored professional development provided complete an evaluation so the program may gather feedback about the quality and effectiveness of each event. The evaluation questions reflect the professional development's purpose and goals. If the data collected demonstrates the professional development provided was not effective, the professional development provider is not asked to present in the future.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

The admission process begins with recruiting candidates for the various credential programs. We have a strong history of candidates who reflect the demographics of our partnering districts. To ensure this, we recruit for under-represented minorities specifically targeting groups/organizations that are diverse. This includes but is not limited to paraprofessionals, after school tutors, ethnically diverse high school students (math teacher pipeline incentive program), and recruitment events at Cinco de Mayo and within the local district communities. Additionally, we advertise our programs through strategic placement of news articles that have included La Opinion, Bilingual Weekly, and local media highlighting minority subgroups. Our district partners also assist in recruiting a diverse teaching force, including recruiting parents and other members of their community for placement into our programs.

Supports are in place assist students with successful completion of their programs. Each student is placed in a supportive, cohesive cohort group that has been through teambuilding, assigned a support provider/mentor, and is followed by the coursework and fieldwork faculty serving him/her through cohort team meetings. Additional writing support is available for students who are not native English speakers.

In addition to the admission requirements for Teachers College of San Joaquin, each individual credential program within the graduate school has its own admission criteria and procedures.

Multiple Subject, Single Subject, Education Specialist Credential Programs

All candidates accepted into the traditional student teaching program, whether they are seeking a regular or special education credential, must meet the following admission criteria:

1. Have a Bachelor's Degree
2. Passed the Basic Skills Test (CBEST or Multiple Subject CSET + Writing Skills Test)
3. Completed the U.S. Constitution requirement

4. **Prior to student teaching**, demonstrate subject-matter competency (eg. passed CSET) (early childhood authorization exempt).
5. **Prior to student teaching**, Successfully completed the 160-hour pre-service requirements. This includes passing each of the 6 modules in Frameworks to Teaching and fulfilling the 40 hours of English Learner Individualized Study Program

Multiple Subject, Single Subject, Education Specialist Intern Credential Programs

All candidates accepted into the intern program, whether they are seeking a regular or special education credential, must meet the following admission criteria:

1. Have a Bachelor's Degree
2. Passed the Basic Skills Test (CBEST or Multiple Subject CSET + Writing Skills Test)
3. Demonstrated subject-matter competency (eg. passed CSET) (early childhood authorization exempt)
4. Completed the U.S. Constitution requirement
5. Successfully completed the 160-hour pre-service requirements. This includes passing each of the 6 modules in Frameworks to Teaching and fulfilling the 40 hours of English Learner Individualized Study Program
6. Teacher of record

That candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness is based upon the fact they have successfully completed the six pre-service modules, Framework to Teaching, fulfilled the 40 hours of English Learner requirement, and are employed by one of our participating school districts who support our program. Within the pre-service modules, candidates complete fieldwork observations, demonstrate practical application of course content, and reflect on teaching and learning. Also woven throughout each module is information regarding working with English Learners.

Career and Technical Education Credential (CTE)

All candidates accepted into the CTE program must meet the following admission criteria:

1. Possess a high school diploma, passage of GED, or have the foreign equivalent of a high school diploma
2. Have three years of work experience directly related to each industry sector to be named on the credential.
3. Be recommended to the Commission on Teacher Credentialing for a Preliminary Designated Subject Career and Technical Education Credential which includes demonstrating three years of work experience, submitting a written letter confirming their qualifying experience or verification of experience under penalty of perjury, and meeting the "Recency Requirement."
4. Obtain a teaching position

By the very nature of the admissions process for CTE, candidates come to the program with the appropriate pre-professional experiences, personal characteristics, an awareness of California's diverse population, effective academic skills and prior experiences that suggest a strong potential for professional effectiveness.

Preliminary Administrative Credential Program

All candidates accepted into the preliminary administrative services program meet the following eligibility requirements:

1. Successful experience requiring a California credential (minimum of 3 years)
2. Recommendation from current site administrator verifying potential success
3. Letters of Recommendation from at least two other references
4. Letter of Introduction

All preliminary administrative credential candidates are current classroom teachers or other educational professionals and are highly regarded as professional educators. Taking all this into account assures that candidates possess the professional experiences, personal characteristics, academic skills, and awareness of California's diverse population to be successful in the administrative credential program.

Tier II Administrative Services Credential Program

All candidates accepted into the Tier II program meet the following eligibility requirements:

1. Current Preliminary Administrative Credential
2. Employment in a position requiring and Administrative Services Credential
3. Professional References
4. Letter of Introduction

All Tier II Administrative Credential candidates are current administrators and are highly regarded as professional educators. Taking all this into account assures that candidates possess the professional experiences, personal characteristics, academic skills, and awareness of California's diverse population to be successful in the Tier II administrative credential program.

BTSA/Induction Candidates

All candidates accepted into the Induction Program meet the following eligibility requirements:

1. Possess a California Preliminary Teaching Credential
2. Are employed in a participating school district
3. Are in a teaching assignment that allows them to demonstrate the candidate competencies as outlined in the *Standards for Quality and Effectiveness for Professional Teacher Induction Programs*

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Since candidates come to the program either having gone through a traditional teacher preparation program that contained a student teaching assignment or from an intern program where they were teaching in the classroom for the duration of their teacher preparation program, BTSA/Induction candidates have been working with diverse populations of students, have been communicating with students and families, have basic academic skills, and have demonstrated their effectiveness as a teacher.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, and professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

All employees at Teachers College of San Joaquin (TCSJ) are trained to assist any candidate or applicant to the program. If questions are asked that are beyond their area of expertise, all have been trained to get the answer for the candidate, and not just pass them on to the next person. At least on an annual basis the dean reviews the need for Star Customer Service, and reinforces the need for TCSJ to be the place where all potential candidates can get their concerns answered. The moment someone walks in the door they are greeted and asked what they need. If one of the three to five support people at the front counter cannot help them, they are directed to the registrar so that any programming issues can be resolved. If they have a detailed question on a credentialing issue, we have a credential analyst on staff to take care of any technical credentialing concerns. If the candidate's question is specific to the program and beyond the immediate staff or registrar, the candidate may then be escorted to one of the program managers so that they can help the candidate. If the program manager does not have the answer, the program manager will then contact the dean to get the proper information. Every candidate walks out of the TCSJ office with their questions answered, or at the very least with knowledge that their concerns are being looked into and that they will be receiving an answer shortly.

Requirements for all programs are published in the TCSJ catalog and are readily available to candidates via the website (www.teacherscollegesj.edu/catalog) or in print at their request. Additionally, prior to entering the program, the Registrar and/or academic advisor reviews specific program requirements with candidates including the type of rigor demanded, and the amount of time required to gain the most from the program. If a candidate is not at a place where they are able to handle the demands of the program, they are counseled to postpone their entry into the program until they are able to devote the time and energy necessary to be successful. Individual academic plans are created to provide the candidate with the best possible option for their time and circumstance.

Once in the program, program managers and Practicum Supervisors/Lead Mentors are always available to talk with the candidates should they have any troubles or concerns. Practicum Supervisors have been trained to ask the candidates open-ended questions that will cause the candidate to reflect on their issues and to help come up with a workable solution. Observing the candidate up to thirty times over a two-year period the Supervisors become very familiar with their candidates and can be there to make sure the candidates stay focused on their teaching and to help them attain the requirements for their credential. Program managers work closely with the Practicum Supervisors so as to know when a candidate is struggling or having issues that may be effecting their education, or job performance. The

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program managers are quick to act, and have no qualms about meeting with a candidate to counsel them about their struggles.

Course instructors and Special Interest Group facilitators are an additional avenue for the candidates to gain assistance when struggling. Our instructors and facilitators are available before and after class/meetings to talk to candidates, and have often counseled them about issues relating to the teaching profession. Instructors are also a key gateway into the candidate's [retention](#) in the program. Whenever a candidate is struggling, the instructors are very proactive into discussing the issue with the candidate, and then relaying their concern to the appropriate [academic advisor](#).

Candidates must pass all coursework with at least a 3 (B) in order to be recommended for a credential. In the event that a student fails a course, the registrar notifies them in writing that they are on academic probation and provides them with information about remediation, which in some cases requires retaking the class. To be retained in the program they must pass the course within the next year. If a candidate fails two courses within one school year they may be removed from the program.

Each semester every cohort has a Cohort Meeting where all the instructors from that semester, and all the fieldwork supervisors meet with the program manager to discuss the progress of the cohort, and to share any concerns about a candidate with the entire team. As a result, if a candidate is struggling all [faculty \(fieldwork and coursework\)](#) have already been made aware of the issue and can make any accommodations needed. Having the entire team apprised of a candidate's struggles enable the program to work as a cohesive unit to assist the candidate. [This pro-active approach contributes to TCSJ's high retention and graduation rate](#)

[To be retained in a credential program](#), preliminary credential candidates must also pass fieldwork. If they were to fail two semesters of Supervision, they would be dismissed from the program. [When](#) a candidate is struggling with [fieldwork](#), a [Notice of Corrective Action](#) is given to him/her six to nine weeks into the semester. This notice lets the candidate know that they are in danger of failing fieldwork, and specifically spells out what they must do to improve. Their fieldwork supervisor, who wrote the Corrective Action, assists the candidate gain the competencies needed to pass their fieldwork.

[A thorough discussion of evaluation of candidate competence, including formative and summative assessments is available in Standard 9.](#) Candidates are advanced only when all requirements for candidate competency are met. To ensure that candidate progress is tracked throughout their program, records are maintained in a password -protected database. Upon completion, the credential technician reviews records for accuracy and works with the candidate to secure the documents needed for credential recommendation.

Standard 7: Field Experience and Clinical Practice

The unit and its partners design, implement, and regularly evaluate a planned sequence of field based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

As mentioned in Standard 4, Teachers College of San Joaquin (TCSJ) seeks the input of our K-12 district partners in selecting appropriate field experiences for our candidates. Districts initially select candidates (Interns, Participating Teachers, CTE candidates) who they determine are best suited to serve the children in their district. Therefore, selection of field experience sites is strongly influenced by school district need. Preliminary credential candidates and CTE candidates are provided a well-designed fieldwork sequence that takes into account their context for teaching and provides each candidate the opportunity to develop and demonstrate competence in the professional role for which they are preparing. BTSA/Induction candidates, on the other hand, already possess a preliminary credential and are entering into the induction phase where they apply and demonstrate the skills and knowledge learned during teacher preparation. An important component of all fieldwork experience is the pairing of each candidate with an experienced individual who has the knowledge and skills the candidate is working to attain. Within the college, student teachers, interns and CTE candidates are paired with a Practicum Supervisor, while Administrative Service Credential candidates are paired with a Field Work Supervisor who is their field experience principal, and BTSA/Induction candidates are paired with a veteran teacher or Support Provider. Candidates in the Tier II Administrative Services Credential Program work with both their Supervising Administrator (employer) and Lead Mentor (coach).

Through fieldwork experiences all candidates develop and demonstrate the knowledge and skills necessary to educate and support students so that students can meet the state-adopted academic standards. Within coursework and/or induction activities, both the understanding of and the strategies for dealing with issues of diversity are addressed. Fieldwork experiences allows for the practical application of these strategies.

Evaluating the success of a candidate's field placement is ongoing. Communication between each candidate and his/her site as well as communication between instructors and Practicum Supervisors or Field Work Administrators is paramount to this end. It is the program belief that a candidate's success is strengthened by a team approach.

Practicum Supervisors and site administrators meet a minimum of two times per semester and may meet more often if it is deemed necessary. In addition, twice yearly, school site

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administrators complete feedback forms, which inform program leadership of candidate needs. Should a candidate be struggling, a remediation plan is devised to meet that particular candidate's needs.

Cohort Team Meetings occur at least once each semester and provide a collaborative time for Practicum Supervisors or Fieldwork Placement Administrator and course instructors to meet and discuss the content and sequence of coursework taken by candidates they share in a given cohort. With this knowledge, Supervisors are then able to observe for, discuss, recommend, and question candidates about specific strategies used, or not used, during observations. This practice ensures that candidates meld coursework content into their teaching/administrative practice and that they are continually growing and developing their practice. In order to ensure candidates are provided the best preparation for teaching, strategies to determine appropriate adjustments to coursework and supervision may also be developed by this collaborative team of expert practitioners.

Collaboration occurs regularly with all partner districts to recruit field experience supervisors. This occurs primarily in three ways. First, district partners release talented teachers to IMPACT as Visiting Educators. Visiting educators work as practicum supervisors full time for two years. Districts also release teachers part time when there is a specific need that can not be matched within the current rank of practicum supervisors. Secondly, districts alert the college to qualified teachers and administrators ready to retire. Practicum supervisors and Lead Mentors are typically drawn from this population. As recent retirees, they have both the skill and time required to supervise novice teachers and administrators. Third, the Consortium Leadership Team (K-12 partners) initially identifies quality fieldwork placements. To be considered as an appropriate site for an administrative fieldwork candidate, the site administrator assigned to the school site must have had at least 3 years of successful experience (determined by district), be considered by their district to be a professional role model, and the site must have a diverse population.

BTSA/Induction Support Providers are selected at the district level. Each participating district has a Support Provider application and selection process. Participating school districts have been apprised of, and have agreed to the selection of support providers based upon an outlined criteria that takes into consideration the roles and responsibilities of the Support Providers.

Program specifics are provided below.

Teacher Candidates

Candidates are provided opportunities to observe veteran and/or expert teachers in the profession. Thus, the fieldwork sequence (Practicum) begins for candidates during the pre-service course, Introduction to Teaching, as candidates observe veteran teachers use of the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE). This initial pre-service fieldwork is built upon as candidates progress in the credential program.

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The program fieldwork sequence is carefully planned, substantive and requires candidates to demonstrate in the classroom the increasing depth and breadth of their development as a teaching professional, including progress toward meeting the TPE and passing the Teaching Performance Assessment. Practicum supervisors observe candidates in their classrooms about 25-30 times during their two-year internship. Student teachers have both a practicum supervisor and cooperating teacher. These individuals also complete formal observations of the candidate at least 25-30 times. If a candidate is not making expected progress, his/her Practicum Supervisor, Site Administrator, and the Teaching Credential Program Manager assess the situation and devise an individual plan to assist the intern.

Preliminary Administrative Services Candidates

All candidates in the TCSJ Administrative Services program participate in extensive fieldwork experience, which continues over the duration of their program. Partner districts view the program as an opportunity to “grow their own” and as such support significant opportunities for experience in administration. This includes opportunities to be in leadership positions within their own school site, as well as supporting their placement at a minimum of one additional school site. Candidates are released from their teaching responsibilities one day each week for 20 weeks to perform the roles and functions of a site-administrator under the guidance and direction of a veteran site administrator.

By being placed at a site different than the one in which they are currently assigned (usually as a teacher), candidates are provided with an experience that more closely mirrors the one they are most likely to face as a new administrator in their first assignment, where the lack the benefit of prior relationships. Candidates are required to become familiar with the faculty, students, parents, and community of the new site as an initial requirement of their placement.

The administrative fieldwork sequence is carefully planned, substantive and requires candidates to demonstrate in the field the increasing depth and breadth of their development as professionals, including progress toward meeting the Candidate Competency requirements. Fieldwork Supervisors observe candidates and verify the candidate’s Beginning Mastery of each competency. If a candidate is not making expected progress, his/her Supervisor and the Program Coordinator assess the situation and devise an individual plan to assist the intern.

Career and Technical Education Candidates (CTE)

The CTE credential fieldwork experiences is carefully planned, monitored, is substantive and requires candidates to demonstrate the increasing depth and breadth of their development as teaching professionals including progress in meeting both the Initial Preparation and Advanced Preparation Standards.

A Practicum Supervisor is partnered with a CTE candidate for the duration of the individuals’ program and he/she sets a regular schedule for classroom visitations and observations. The Practicum Supervisor provides experience and expertise as he/she guides the CTE candidate to translate information gained in coursework to the meaningful applications in the classroom.

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Practicum Supervisors observe the CTE candidate between 15-20 times during the Initial Preparation Phase. During the Advanced Preparation phase of the program the Practicum Supervisor transitions to a Support Provider. The Support Provider meets with the candidate a minimum of one or two times per month to assist the CTE candidate in documenting his/her achievement of each Advanced Preparation Standard on the CTE Candidate Competency Record.

BTSA/Induction Candidate

Through a job embedded experience, BTSA/Induction candidates apply and demonstrate the skills and knowledge learned during teacher preparation. Candidates complete a formative assessment system with the assistance of a Support Provider. The Support Provider does not serve in the capacity of evaluator, but instead is a colleague and mentor. Like Practicum Supervisors and Field Work Supervisors, Support Providers observe the candidate and help gather evidence of the candidate's practice. Support Providers usually are matched with a candidate for the duration of their program. As a candidate completes an activity, the Support Provider signs the candidate's Induction Activity Log.

Tier II Administrative Services Credential Program

Field experience is embedded in the administrative position of the candidate. Each candidate works with their supervising administrator (employer) and a Lead Mentor assigned to them. The candidate's needs drive the work with their supervisor and are determined by an initial assessment, which is tied to the California Professional Standards for Educational Leaders.

Standard 8: District-Employed Supervisors

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Cooperating Teachers are selected based on experience (minimum of 3 years), recommendation of K-12 district partners, and first hand knowledge of their teaching skill. Before a student teacher is assigned to a Cooperating Teacher a fulltime faculty member from Teachers College of San Joaquin observes them in practice. Whenever possible, Cooperating Teachers are drawn from the expert practitioner faculty employed by TCSJ. As expert practitioners who also serve as TCSJ course faculty, they are in a unique position to bridge theory and practice.

Within the Preliminary Administrative Services Credential program, the district-employed supervisors (Fieldwork Supervisors) are carefully selected in consultation with the K-12 consortium leaders to ensure high quality. TCJS's program is considered to be a "grow your own" program by the district partners, who are invested in identifying the best potential placements for our candidates. Prior to placing a candidate, the program coordinator also interviews them and makes an assessment as to their willingness and capacity to serve in this role.

All District-employed [fieldwork](#) supervisors are oriented to their role by the program coordinator prior to assignment of their candidate. [This generally occurs in a one to one meeting, but when multiple new fieldwork supervisors begin together, there have also been group meetings. The Fieldwork Supervisors Manual, TCSJ Catalog, and a variety of program specific observation forms serve as reference points for this orientation. Fieldwork supervisors are also tutored in the use of the TCSJ password-protected database at this time. Further training is provided at the annual week-long faculty retreat and at ongoing quarterly trainings each year. Program coordinators also meet at least once each semester with fieldwork supervisors and have ongoing communication through email, phone, and text messaging. Fieldwork Supervisors also participate in Cohort Team Meetings \(described in Standard 6\) and faculty meetings.](#)

[Candidates complete evaluations of fieldwork supervisors each year. This data is reviewed by the Director of the Office of Institution Research as part of the annual Program Review. Concerns are shared with the program coordinator and dean to insure that all candidates have access to high quality supervision in the fieldwork setting.](#)

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Though each credential program has its own competency requirements, there are several common assessments in each program. All credential programs assess candidates through some form of formative assessment; all have a fieldwork component that contains observation and reflection; and within each program the candidate completes an individual plan. With the exception of the BTSA/Induction program, candidates are also assessed through a summative assessment system. [In addition, the Office of Institutional Research provides ongoing evaluation and assessment of candidates' competencies of the program standards \(*TCSJ Credential Program – System of Assessment and Evaluation*\).](#) Annual week-long faculty retreats provide opportunities for course-alike and program-alike teams to meet and evaluate student work as well as course syllabi for alignment to the program standards as well as the state-adopted academic content standards. Calibration of the TCSJ faculty on all capstone project rubrics occurs (at least) annually and records of the process are reviewed to ensure that all stakeholders have high expectations of candidate competence.

[Course syllabi are reviewed annually to ensure that the program is providing opportunities for candidates to understand and apply the state adopted academic standards within their context. Students are assessed on their ability to effectively implement and/or assess the implementation of the state-adopted academic standards as part of their fieldwork experience.](#)

[Prior to recommending candidates for their credential, the *Program Completion Requirements Verification* is completed by the registrar, supervisor of fieldwork, financial office, and director of the program. This monitoring process ensures that each candidate has successfully met the specific competency requirements.](#)

Unique program assessments are noted below:

Teaching Credential Programs

All candidates are enrolled in Practicum and receive a grade of either “meets competency” or “needs improvement”. Candidates must pass Practicum each semester. During Practicum, Practicum Supervisors observe the candidate’s ability to weave coursework content into the classroom and to teach the state adopted academic content standards. Practicum Supervisor’s expectations of candidates increase as they move through their coursework and gain experience. Practicum Supervisors formatively assess each candidate’s performance by using several specific observation instruments. After each observation, a post-observation conference is held. At this time, the observation is discussed in relation to the California standards for the Teaching Profession (CSTP) and/or Teaching Performance Expectations (TPE).

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In addition to regular post-observation conferences, candidates meet with their supervisors each semester for a Reflective Conference. A matrix describing teaching in relation to the CSTP is used as a basis for discussion and reflection. An Individual Learning Plan which identifies a CSTP/TPE standard on which the candidate needs to focus is also created at this semester conference. The implementation of this Individual Learning Plan is assessed by the Practicum Supervisor during future classroom observations. If the Practicum Supervisor determines that a candidate is not making sufficient progress a Corrective Action Plan is drafted. The plan clearly identifies a candidate's deficiency and the steps needed to rectify those deficiencies.

Summative assessments are also used to assess a candidate's practice. Candidates must master all coursework with a score of 3 or above and interns must also have satisfactory evaluations from his/her employing district. Additionally, general education candidates must pass the four Teaching Performance Assessment Tasks while special education candidates must submit and receive a pass on their portfolio. The Career and Technical Education Candidate Competency Record is the summative document wherein Practicum Supervisors record dates when a teacher demonstrates appropriate competency in each area of Advanced Preparation.

BTSA/Induction

Candidates who are in BTSA/Induction complete a job embedded formative assessment system that is aligned with the K-12 academic content standards and offers candidates the opportunity to demonstrate the candidate competencies as outlined in the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. As the participating teacher completes the formative assessment activities, each is submitted and read by the BTSA Coordinator. Each activity receives a "pass" or a "re-submit." An activity that receives a "re-submit" is returned to the participating teacher with a letter that outlines what needs to be done in order to receive a "pass."

Administrative Services Credential

The summative evaluation for Administrative Service Credential candidates consists of: demonstration of all competencies outlined on the Candidate Competency Record (tied to CPSELs) signed off by the Field Placement supervisor; passing grades in all coursework; and successful completion, presentation, and submission of a Professional Portfolio.

Tier II Administrative Services Credential

Candidates maintain a file/binder throughout their program that includes evidence of their competence towards the Clear Administrative Services Credential. This evidence includes both completed Inquiries, results of the four Candidate Competence Assessments, Coaching Logs, SIG activities, and a Culminating Reflective Statement. This file/binder is reviewed by their Lead Mentor and the program director.

All credential programs operated by SJCOE are mastery programs. Therefore, although the file/binder is the culminating document, any candidate that is not scoring a mean of 4.0 (6

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point scale) for each CPSEL with a minimum total score of 28 will be counseled to continue the program for an additional year prior to submitting the file/binder for review.