Program Review Submission Instructions
For Approved Induction Programs

Program Review occurs in Year Five of the Accreditation Cycle. Program Review provides the Commission and the Institutional Review Team with evidence that an institution is consistently meeting Program Standards. Once programs have submitted full narrative responses to standards during Initial Program Review (IPR) and are approved programs will not be required to submit full narrative responses to standards again, unless it is determined that there is inadequate evidence to demonstrate implementation and it is determined that a full review of the standards is needed. The program documents enumerated below provide the required information unless the review team determines additional narrative or documentation needs to be available at the site visit.

Trained reviewers from the Commission's Board of Institutional Review (BIR) will review the program documentation during Year Five of the seven-year accreditation cycle along with annual program data and analysis, *Common Standards* responses and program-specific *Precondition* responses when needed, and provide a *Preliminary Report of Findings* on the alignment of program activities with program standards. The BIR will review the submission one time and provide feedback to the institution who will provide an addendum at the site visit. The *Preliminary Report of Findings* forms the basis of the BIR team's review of the program's implementation in Year Six during the accreditation site visit to determine the degree to which Program Standards are met.

The following items must be included in the Year Five Program Review submission:

1. Program Description (less than 500 words)**.**
This **brief description** provides the context for the review team. A clear description allows the reviewer to understand the remaining evidence submitted during Program Review but is not repetitive for exhibits that can stand on their own. For example, it is not necessary to describe the order in which Induction activities occur because the submission of a Program Sequence is required. It might, however, be important to provide the reviewer with information as to whether activities occur as part of a cohort, can be done out of order, or other pertinent information that provides a clear picture of how the program is designed. The guiding philosophies for the program or specific mission should be included to help reviewers better understand the program.

The program description should also include a **table** showing delivery models (online, in-person, hybrid) and other options/pathways (ECO, traditional, etc.) available for each location (if more than one).

- ✓ *Required Exhibit:*

    1.1 Narrative Description no longer than 500 words.

    1.1.1 Table depicting location, delivery models, and pathways

2. Organizational Structure
Provide a **graphic** to show how the program leadership and instructional personnel/staff are organized within the program and how the program fits into the education unit, including personnel serving in non-teaching roles, including the roles and responsibilities of those involved in assigning and placing mentors/coaches. The graphic should depict the chain of authority and include individuals up to the dean or superintendent level. If the program operates as a consortium with shared leadership, the graphic should include also include individuals serving in induction administrative roles in entities within the consortium.

- ✓ *Required Exhibit:*
  2.1 Organizational Chart/Graphic

3. Qualifications of Mentors and Professional Development Personnel (Instructional Personnel)
Three items are required.

1) Submit a **table** that provides an overview of coaches/mentors and professional development personnel. The table should include numbers of full time, part time, and retired annuitants. Vacancies should also be noted.

2) Programs must also submit a current **annotated list of instructional personnel** denoting which are mentors, which are professional development providers, and which are both. This should include full time and part time instructional personnel, including retired annuitants. The annotated list should include the mentor and/or professional development provider's name, degree, status (fulltime, part time, retiree), and list of either the professional development he/she provides or mentoring assignment. The instructional person's name should link to his/her resume. The professional development activity should link to the professional development provider's most recent materials for those events. It should also note if the professional development provider is an outside contractor. Mentors should note the type of educator they mentor (single subject content, multiple subject, mild/moderate, administrator, etc).

See examples below:

Mary Garcia, M.Ed.
Professional Development Provider (outside contractor)
Educational Equity

John Smith
Fulltime Mentor
Single Subject Math
Single Subject Science

3) Link to **published documentation** regarding the experience and qualifications used to select instructional personnel.

- ✓ *Required Exhibits:*
  - *3.1 Instructional Personnel Table*
  - *3.2 Annotated Personnel List with links to Mentor/Coach and Professional Development Providers' Resumes*
  - *3.3 Published Experience and Qualifications Requirements*

- ✓ *Other Exhibits, if applicable:*
  - *3.4 Instructional Personnel Recruitment Documents (if vacancies exist)*

4. Program Sequence

Clear information about the sequence in which candidates complete the induction program should be submitted. If the program is offered via more than one pathway or model, a **program sequence** should be provided for each pathway or model.

- ✓ *Required Exhibits:*
  - *4.1 Link to Published sequence of induction activities required for program completion (Candidate Handbook, Website, or other widely distributed documents)*

5. Job-embedded Fieldwork and Clinical Practice

Programs must provide specific evidence of meeting the requirements of job-embedded induction as described in the Commission standards for that program. The required documentation is:

1) **A Timeline or Table** that denotes at what point after being hired in a position requiring a teaching or administrative services credential that each candidate is assigned a mentor/coach and how those support hours are broken out across the preliminary teaching or administrative experiences. For teacher induction programs, this table must also include ECO candidates.

2) **Signed Employer Agreement or MOU** that clearly delineates the number of coaching hours provided to each candidate; expectations and criteria for veteran practitioner selection (coach/mentor), training and evaluation; and support and assessment roles and responsibilities for the program and the employer.

3) **Training Materials** used to train mentors/coaches serving in support and/or supervisory roles.

4) Documentation such as a **spreadsheet or table** verifying appropriate coach/mentor matches for all candidates that align with the Program Standards and design. For example, in a general education induction program the spreadsheet would show that each candidate is assigned a mentor that appropriately matches the candidate's credential and setting.

5) Links to **Published Manuals or Handbooks or Advising Materials** that provide information to the district and candidates about expectations of the Induction program including appropriate placements, veteran practitioner support (coach/mentor), and information about completion requirements

6) **Individual Learning Plan (ILP) Template and related program documents**. These should include information regarding how the candidate is assessed during induction. Copies of <u>blank</u> **assessment instruments** should be included.

- ✓ *Required Exhibits:*
  - *5.1 Timeline or Table denoting timing of mentor assignment for candidates*
  - *5.2 Signed Employer Agreement or MOU for each Employer*
  - *5.3 Coach/Mentor Training Material*
  - *5.4 Documentation (spreadsheet or table) of Candidate Placements*
  - *5.5 Induction Program Handbook/Manual/Advising Material*
  - *5.6 ILP Template and Related Documents*
  - *5.6.1 Assessment Instruments*

6. Credential Recommendation

Provide a **brief description** (200 words or less) of the program's process to ensure that only qualified candidates are recommended for the credential. The description should include a **link** to the program's **candidate progress monitoring document or other tracking tool** used to verify that candidate has met all requirements for the program prior to recommendation**.**

- ✓ *Required Exhibits:*
  - *6.1 Description of process ensuring appropriate recommendation*
  - *6.1.1 Candidate Progress Monitoring Document*