

## **Update on the First/Second Quarterly Report for California School for the Deaf November 2016**

### **Overview of this Report**

This agenda item presents information on the first and second quarterly reports submitted by California School for the Deaf as required by the COA.

### **Staff Recommendation**

Staff has reviewed the first and second quarterly report and action plans submitted by California School for the Deaf pursuant to COA direction in June 2016. No action is required on this item at this time.

### **Background**

On June 14, 2016, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Stipulations* to California School for the Deaf and its approved Preliminary Multiple Subject and Education Specialist Induction credential programs (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2016-08/2016-08-item-03.pdf>)

As a result of the decision of Accreditation with Stipulations, the COA placed the following stipulations on California School for the Deaf (CSD):

- 1) The California School for the Deaf must provide evidence of the implementation of a comprehensive program evaluation system involving program participants, completers and stakeholders. The system must demonstrate the potential for assuring continuous program improvement.
- 2) The California School for the Deaf is to provide evidence that the program receives sufficient resources to allow for effective operation. The resources must enable the program to effectively operate in terms of coordination and program development.
- 3) The California School for the Deaf is to provide evidence that all support providers are provided with opportunities for professional development to support mentoring.
- 4) That within one year, a report is to be submitted to the Commission addressing steps taken in meeting the requirements addressed in all of the stipulations listed above.
- 5) Quarterly reports are to be submitted to the Commission throughout the year addressing steps taken to meet the requirements addressed in Stipulation 2.

In accordance with the stipulations placed on California School for the Deaf, the first two quarterly reports have been submitted, (July 29 and September 30, 2016), and included as Appendix A and Appendix B. The documentation provided by CSD has been reviewed by staff and an overview of the information that addresses the five stipulations is provided below:

<b>Highlights of the 1<sup>st</sup> and 2<sup>nd</sup> Quarterly Reports</b>	
1. Implementation of a comprehensive program evaluation system	<ul style="list-style-type: none"> <li>• Established an Advisory Council (Administrator and two personnel staff) with a goal to meet on a monthly basis to review Induction process.</li> <li>• Reviewed California Standards for the Teaching Profession, CSTPs. Those supervising participating teachers will include at least one component of CSTP Standard 2 (Creating and Maintaining Effective Environments for Student Learning) and tie it in with the standard the participating teacher chose for their Individual Induction Plan.</li> <li>• Developed feedback loops for previous completers Survey has been created on Google Forms using Likert scale, short answers and multiple choices.</li> <li>• Centralize program information Google Drive has been set up and currently developing Google Site to house all information in one place for easy access for reporting purposes</li> </ul>
2. Program receives sufficient funds to allow for effective operation	<ul style="list-style-type: none"> <li>• Seek a line item in the school budget for the induction program</li> <li>• Dean of Instruction is currently waiting for a budget line from the Business Office.</li> </ul>
3. Support Providers provided with opportunities for professional development and support mentoring	<ul style="list-style-type: none"> <li>• Support Provider training in place Holding monthly Support Provider training during department meetings Will incorporate our PLC (Mentoring) with resources from two different organizations (Mentoring Works and Mentoring with Lois Zachary).</li> <li>• Identified workshops for Support Providers Monitoring Mentoring Works for upcoming workshops/conferences to attend.</li> </ul>

<p>4. That within one year, a report is to be submitted to the Commission addressing steps taken in meeting the requirements addressed in all of the stipulations listed above</p>	<ul style="list-style-type: none"> <li>• Not due until May/June 2017.</li> </ul>
<p>5. Quarterly reports are to be submitted to the Commission throughout the year addressing steps taken to meet the requirements addressed in Stipulation 2.</p>	<ul style="list-style-type: none"> <li>• Submission of two reports, July 29 and September 30, thus far.</li> </ul>

**Next Steps**

The third quarterly report is due March 1, 2017 and will be presented to the COA at the March 2017 meeting with links to all forms and documents referenced in this report as well as links to additional evidence that will assist in demonstrating CSDs continued progress toward meeting CTC standards and addressing all stipulations.

## Appendix A

### California School for the Deaf, Fremont Quarterly Report for July 29th

#### Stipulations:

1. That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, completers and stakeholders. The system must demonstrate the potential for assuring continuous program improvement.

#### Plan of Action:

##### September 9:

- Establish a formal advisory council
- Review CTSP Evaluation System
- Develop feedback loops for previous completers
  - Develop survey

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2. That the institution provides evidence that the program receives sufficient resources to allow for effective operation. The resources must enable the program to effectively operate in terms of coordination and program development.

#### Plan of Action:

##### September 9:

- Seek a line item in the school budget for BTSA program
- Establish funding for any BTSA support needs

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3. That the institution provides evidence that all Support providers are provided with opportunities for professional development to support mentoring.

#### Plan of Action:

##### September 9:

- Support provider training plan in place
- Identification of workshops for Support Providers

## Appendix B

### California School for the Deaf, Fremont Quarterly Report for September 30, 2016

#### Stipulations:

1. That the institution provides evidence of the implementation of a comprehensive program evaluation system involving program participants, completers and stakeholders. The system must demonstrate the potential for assuring continuous program improvement.

#### Plan of Action:

##### Progress:

- Establish a formal advisory council
  - We have set a goal to have a meeting on a monthly basis that consists of our IMT team and two personnel staff to review BTSA progress.
- Review CSTP Evaluation System
  - Principals who are directly supervising participating teachers will be sure to include at least one CSTP from Standard 2 to tie in with the standard PT chooses for their IIP.
- Develop feedback loops for previous completers
  - Develop survey
    - Survey has been formed on Google Forms using Likert scale, short answers and multiple choices.
- Centralizing information
  - Google Drive was set up last year.
  - Currently working on setting up a Google Site to centralize all information in one place for easy access for reporting purpose.

2. That the institution provides evidence that the program receives sufficient resources to allow for effective operation. The resources must enable the program to effectively operate in terms of coordination and program development.

#### Plan of Action:

##### Progress:

- Seek a line item in the school budget for BTSA program
  - Our Dean of Instruction is currently waiting for a budget line from Business office.
- Establish funding for any BTSA support needs
  - Once we identify a mentoring/leadership workshop/conference to attend, we

will determine the funds needed or we will put in an approximate cost expected (i.e. \$2,000)

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3. That the institution provides evidence that all Support providers are provided with opportunities for professional development to support mentoring.

Plan of Action:

Progress:

- Support provider training plan in place
  - We will have monthly support provider training during our department meeting.
  - We will incorporate our PLC (Mentoring) with resources from two different organizations (Mentoring Works & Mentoring with Lois Zachary).
- Identification of workshops for Support Providers
  - We have signed up for notices from Mentoring Works for upcoming workshops/conferences and will submit paperwork needed to attend.