



Central Coast Induction Program

HOLLISTER ELEMENTARY SCHOOL DISTRICT

Dr. Lisa Andrew, Ed.D Superintendent

**Proposed General Education and Education Specialist Induction Program
Initial Institutional Approval-Step 2 Response to Eligibility Criteria**

Prepared by Christine White, Administrator on Special Assignment

Eligibility Requirements
Hollister School District

Eligibility Requirement	Required Information
Criterion 1: Responsibility and Authority	
<p>The institution clearly identifies the lines of authority and responsibility for any and all educator preparation programs within the institution and provides assurance that only those person(s) employed by the program sponsor will recommend individuals to the Commission for a credential or authorization.</p>	<p>a. Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity including educator preparation programs offered by extension divisions, if applicable.</p> <p>The Assistant Superintendent of Educational Services is responsible for ongoing oversight of all educator preparation programs offered by the Hollister School District. Jennifer Wildman holds this position currently.</p> <p>b. Identify the individual and position within the organizational structure that will coordinate each educator preparation program sponsored by the entity. Include a description of the reporting relationship between this person(s) and (a) above. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.</p> <p>An Administrator on Special Assignment will be the program coordinator to oversee and coordinate each educator preparation program sponsored by the</p>

Hollister School District. This position is being held by Christine White, Principal on Special Assignment, and is under the direct supervision of the Assistant Superintendent of Education Services who reports to Dr. Lisa Andrew, Superintendent.

- c. Provide an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for program delivery. Ensure that these charts depict lines of authority.

The Central Coast Induction Program will be organized under the educational services branch within the Hollister School District. [HSD Org Chart](#)

The CCIP itself will be organized according to the CCIP Organizational Chart. The Assistant Superintendent of Educational Services reports directly to the Superintendent. The Coordinator of the Induction Program reports to the Assistant Superintendent and serves as the leader for the mentors, both for general education and special education. [CCIP Org Chart](#)

- d. Provide assurance to ensure that duties regarding credential recommendations are not delegated to persons other than employees of the Commission approved institution.

	<p>The Hollister School District guarantees that duties regarding credential recommendations are performed only by employees of the Hollister School District. Assurance</p> <p>e. Provide assurance that those individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.</p> <p>The Hollister School District assures that those who are responsible for making credential recommendations will participate in Commission training related to the recommendation process. Assurance</p>
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Eligibility Requirement	Required Information
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Criterion 2: Lawful Practices

<p>A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions regarding the employment, retention or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention and graduation of students without unlawful discrimination.</p>	<p>a. A copy of the institution’s policies governing personnel decisions including employment, retention, and promotion (employee handbook, recruiting materials, or other published personnel materials) that include reference to an unlawful discrimination policy.</p> <p>As stated on the Hollister School District website on the Board Policies tab Board Policy 4030 and in</p>
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Administrative Regulations [Administrative Regulations Policy](#), the Governing Board is determined to provide district employees, interns, volunteers, and job applicants a safe, a positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. No district employee shall be discriminated against or harassed by any co-worker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

- b. A copy of the institution's policies related to candidate admissions, retention, and graduation (candidate handbook, website, or other materials) that include reference to an unlawful discrimination policy.

As indicated in the [CCIP Program Handbook](#), on the [CCIP Website](#), and in the [CCIP Brochure](#), the Hollister School District's Central Coast Induction Program, in accordance with applicable Federal and State Law and

	District policy, does not unlawfully discriminate against candidates in relation to admissions. retention and graduation.
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Eligibility Requirement	Required Information
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Criterion 3: Commission Assurances and Compliance

<p>The institution assures all of the following:</p> <p>a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (General and program specific preconditions for proposed programs must accompany this document)</p> <p>b) That all required reports to the Commission including but not limited to data reports and accreditation documents, will be submitted by the Commission approved entity for all educator preparation programs offered including extension</p>	<p>Please see Assurances for every area identified in the criterion.</p> <p>a. A statement of assurance from institutional leadership that the institution will be in compliance at all times with all relevant preconditions for the programs it will offer.</p> <p>The Hollister School District will comply with all preconditions required for a general education and education specialist induction program. General and program specific preconditions for the proposed program will accompany this document when submitted for Initial Program Approval.</p> <p>b. A statement of assurance from institutional leadership that the institution will provide all required data reports, including but not limited to data reports and accreditation documents.</p>
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divisions.

- c) That it will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.

- d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines.

- e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate;
 - i. Completes the program;
 - ii. Withdraws from the program;
 - iii. Is dropped from the program;
 - iv. Is admitted to another approved program to

The Hollister School District and any associated extension divisions will submit all required reports to the Commission including, but not limited to, data reports and accreditation documents.

- c. A statement of assurance from institutional leadership that the institution will cooperate in an evaluation of the program by an external team and monitoring of the program by Commission staff.

The Hollister School District will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.

- d. A statement of assurance from institutional leadership that it will participate fully in the accreditation system and adhere to submission timelines.

The Hollister School District will participate fully in the accreditation system and adhere to submission timelines.

- e. A statement of assurance from institutional leadership that clearly states that the institutional leadership understands its responsibilities to enrolled candidates; in the event the program is to close, whether it be by voluntary action on the part of the institution or as a result of Commission action.

<p>complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.</p>	<p>The Hollister School District understands its responsibilities to enrolled candidates and will offer the approved program, meeting the adopted standards until all accepted and enrolled candidates:</p> <ul style="list-style-type: none"> i. complete the program ii. withdraw from the program iii. are dropped from the program or iv. are admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes, whether it be by voluntary action on the part of the institution or as a result of Commission action. In this event, an individual transition plan will be developed with each candidate.
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Eligibility Requirement	Required Information
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Criterion 4: Requests for Data

<p>The institution must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:</p> <ul style="list-style-type: none"> a) Program enrollments b) Program completers c) Examination results d) State and federal reporting e) Candidate competence 	<ul style="list-style-type: none"> a. Identify the individual(s), (including name, title, and division or department of the institution) who will be responsible for submitting any and all data to the Commission. <p>The Hollister School District designates Christine White, Principal on Special Assignment in the Educational Services department, as the qualified officer responsible for reporting and responding to all</p>
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<ul style="list-style-type: none"> f) Organizational effectiveness data g) Other data as indicated by the Commission 	<p>requests from the Commission within the specific timeframes for data including, but not limited to:</p> <ul style="list-style-type: none"> a) Program enrollments b) Program completers c) Examination results d) State and federal reporting e) Candidate competence f) Organizational effectiveness data g) Other data as indicated by the Commission <p>Assurance</p>
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Eligibility Requirement	Required Information
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Criterion 5: Grievance Process

<p>The institution has a clearly identified grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is readily accessible for all applicants and candidates and is shared with candidates early in their enrollment in the program.</p>	<ul style="list-style-type: none"> a. Provide a clearly delineated grievance process for candidates and applicants that is fair and is likely to ensure timely resolutions for candidate and applicants. <p>The Central Coast Induction Program believes that candidate complaints should be first addressed on an informal basis with those directly involved with the situation. If a complaint cannot be resolved informally then a formal process is available for resolution.</p> <p>CCIP Grievance Process</p> <ul style="list-style-type: none"> b. Demonstrate how information pertaining to the grievance process is accessible to all candidates and applicants.
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	<p>Information pertaining to the grievance process is accessible to all candidates and applicants in the CCIP Program Handbook , on the CCIP Website, and will be detailed at the orientation meetings.</p> <p>c. Provide documentation that candidates will be informed of the grievance process.</p> <p>All candidates will access information about the grievance process on the CCIP Website. At the orientation meeting, all participants will review the program handbook which contains the grievance process and will be required to sign an Acknowledgement of Receipt of All Policies and Procedures of the CCIP.</p>
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Eligibility Requirement	Required Information
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Criterion 6: Communication and Information

<p>The institution must provide a plan for communicating and informing the public about the institution and the educator preparation programs. The plan must demonstrate that:</p> <p>a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic</p>	<p>a) Provide a plan that describes the website that will be developed.</p> <p>The Hollister School District currently has an Educational Services page on its website that includes the Disclaimer stating that the district is seeking CTC approval to become a program sponsor and asks the public for input to the CTC. The Hollister School</p>
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information about the institution's programs and requirements as listed in (b).

- b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs.

Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.

District is developing a [CCIP Website](#) that will be accessible to the public through a direct link from the educational services page that will include information about the future offering of the Commission-approved induction program to clear the preliminary credentials for general education candidates and education specialists. It will include its mission, its governance and administration, its proposed induction program requirements and its admission procedures. This will be easily accessible to the public and will not require login information. This website already exists and if CTC approval is granted, the HSD will make it accessible to the public so that interested parties may easily access the information.

- b) Affirm that the information will be available to the public and that the information on mission, governance, and administration, and admission procedures will be included.

The CCIP mission, governance and administration and administration procedures will be made available to the public through various means: on the [CCIP Website](#), in the [CCIP Program Handbook](#), and in public advertisements shared widely in different venues such as school board meetings, district meetings, teacher recruiting events, professional development seminars, and in the media. [Assurance](#)

Eligibility Requirement

Required Information

Criterion 7: Student Records, Management, Access, and Security

The institution must demonstrate that it will maintain and retain student records. Institutions seeking Initial Institutional Approval will provide verification that:

- a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
- c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

- a) Provide information on the manner in which candidates will have access to and be provided with transcripts and/or documents for the purpose of verifying academic units and program completion.

Each participating teacher will maintain a password protected electronic portfolio shared with the support provider mentor and the program coordinator where he/she will collect required evidence for Induction Program Completion. Candidates will be provided with printed documents and/or transcripts upon request.

- b) Provide information as to where candidate records will reside and how candidates will be able to access these records when necessary.

All participant records will be maintained electronically by the Hollister School District. Candidates will be provided any written records/documents and/or transcripts when requested.

- c) Provide information and assurances that all candidate records will be kept in either securely locked cabinets or on a secure server, both of which are in rooms not accessible by the public.

The Hollister School District will maintain any hard copies of records in locked cabinets in the Human

	<p>Resources Department at the Hollister School District Office in a location not accessible to the public. Electronic copies of records will be maintained on a secure web-based server provided by a web-based software application. Assurance</p>
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Eligibility Requirement	Required Information
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Criterion 8: Disclosure

<p>Institutions must disclose information regarding:</p> <ul style="list-style-type: none"> a) The proposed delivery model (online, in person, hybrid, etc.) b) All locations of the proposed educator preparation programs including satellite campuses. c) Any outside organizations (those individuals not formally employed by the institution seeking IA) that will be providing any direct educational services, and what those services will be, as all or part of the proposed programs. 	<ul style="list-style-type: none"> a) Provide information regarding the proposed delivery model for the proposed program(s). <p>The Hollister School District Central Coast Induction Program delivery model will be an in person model with fully released support provider mentors with professional development provided by district sponsored workshops, district personnel, online resources, and support from the New Teacher Center.</p> <ul style="list-style-type: none"> b) Provide the Commission with a chart indicating all locations of the proposed program(s) including any satellite campus. <p>The Hollister School District will be the primary location of this proposed program and will take place at the District Office, 2690 Cienega Road, in Hollister. Fieldwork will be conducted at the various HSD Schools sites within the District. Proposed Locations There will be no satellite programs. As we develop partnerships with neighboring districts, fieldwork will be conducted on those sites, but training for mentors</p>
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and most professional development will be on the HSD site.

- c) Provide a list of any entities (such as partner organizations, businesses, vendors) that will be providing any direct educational services to candidates. (This is not intended to include vendors used to collect, house, and report data). Include a description of the anticipated services the outside entities listed in (c) will provide.

Most educational services will be provided by HSD administrators, support provider mentors, teachers on special assignment, or other staff from educational services such as the special education or English learner departments. The Induction Program may contract with outside providers to bring some professional development and training to deliver content to its participating teachers. The New Teacher Center will provide mentor training and coaching around the tools for induction. The Hollister School District Central Coast Induction Program participants may purchase post-graduate continuing education units through a partnership with National University.

Eligibility Requirement	Required Information
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Criterion 9: Veracity in all Claims and Documentation Submitted

<p>The institution and its personnel demonstrate veracity in all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of IIA.</p>	<p>a) A statement signed by institutional leadership affirming that all information provided to the Commission and prospective candidates in all matters is truthful and accurate.</p> <p>The Hollister School District affirms that all information provided to the Commission and prospective candidates in all matters is truthful and accurate. Assurance</p> <p>b) Any information that arises on this matter may be considered by the Commission to be relevant.</p> <p>HSD agrees that information arising on this matter may be considered relevant to the Commission.</p> <p>The District recognizes that evidence of a lack of veracity will result in denial of initial institutional accreditation. Assurance</p>
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Eligibility Requirement	Required Information
Criterion 10: Mission and Vision	
<p>An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation.</p> <p>*A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment the the Commission's adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution's philosophy and approach about educator preparation is consistent with California's.</p>	<p>a) Statement of the institution's mission and vision for Educator Preparation.</p> <p>The Hollister School District believes that it will be an extraordinary learning community where each of their students is prepared for future success.</p> <p>The Central Coast Induction Program's Vision is to create a responsive and dynamic induction program to serve and retain new teachers so that all students in Hollister learn and achieve to their fullest potential.</p> <p>Our Mission is to empower first and second year teachers by building strong relationships with mentors who will engage with them in focused goal setting, formative assessment, inquiry, individualized job-embedded support, and professional development that will facilitate the development of best practices through a structured system based on the California Standards for the Teaching Profession (CSTPs).</p> <p>We believe that every student deserves a highly effective teacher who persistently strives for student success. We believe in the power of teacher leadership through cultivating habits of mind, shared vision and collective efficacy.</p> <p>In order to achieve this, our core values are:</p> <ul style="list-style-type: none"> ● Professionalism

- **Collaboration**
- **Reflection**
- **Innovation**
- **Equity**

b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.

The mission and vision of the CCIP will be published on the [CCIP Website](#) and on all institutional documents provided to candidates. [Assurance](#)

c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.

The Hollister School District began work last year and adopted an evolving structure entitled the "[HSD Theory of Action](#)." In 2016, the HSD administration began a book study of the book *Start with Why* by Simon Sinek. Through this collaborative effort, the administrative team developed the district's own "Why," "What" and "How" statements. The team determined our purpose (the WHY) is to be an extraordinary learning community where each of our students is being prepared for lifelong success. The district's vision is extraordinary learning for the entire educational community.

The district leadership team determined that in order

to reach our vision, students must achieve proficiency on State and Local Indicators (the WHAT), including mastering ELA and Math standards and Next Generation Science Standards (NGSS) as measured by the Smarter Balanced Assessment (SBAC) and California Science Test (CAST). Teachers must contribute to this vision by successfully implementing the Common Core State Standards and content standards according to state frameworks adopted by the California Department of Education and by providing a viable curriculum, research-based quality instruction and ongoing assessment within a relational environment (the HOW). It is a critical part of our Theory of Action that teachers will progress towards proficiency on the California Standards for the Teaching Profession and provide effective, high quality and rigorous instruction so that our students can reach their highest potential.

The HSD Induction program is aligned with the HSD Board academic standards which states, “The Governing Board shall adopt high academic standards for student achievement which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards shall reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship.” As indicated in [HSD Board Policy 6011](#), “district content standards for English language arts, English language development, mathematics, science, health

education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.”

In order to adhere to the HSD Theory of Action, the district must include the successful implementation of professional learning systems to support all teachers in their endeavors of creating habits of mind, reflection, ongoing focus on rigorous teaching and learning, and improving instructional practice. The Hollister School District believes that it is their role to provide ongoing teacher support throughout a teacher’s entire career, including induction support, spanning to the development of instructional leadership teams, instructional coaching and mentoring, ongoing professional development and the establishment of professional learning communities. The CCIP aims to provide students with quality teachers that support student learning. Our vision, mission and goals are in direct alignment with board and district policy of the Hollister School District.

- d) Information that demonstrates the institution’s commitment to preparing candidates to work effectively with the full range of California TK-12 students.

The Central Coast Induction Program is in alignment with the vision of the Hollister School District which is to provide an extraordinary “learning” environment for the entire educational community, including students, staff and teachers. As stated in [Board Policy 0100](#), it is our philosophy that “all students can learn and succeed.” It also states, “The future of our community depends on students possessing the skills to be lifelong learners,” and, “Highly skilled teachers have the capacity to guide students.” We believe that, “Professional development is essential for the growth and success of the district and its students.”

Our district provides teachers with opportunities to work effectively with a full range of TK-12 students, including those from diverse ethnic and linguistic backgrounds, economically disadvantaged students and students with special needs in a variety of classroom settings and programs. As such, we know that it is our district’s responsibility to provide effective ongoing professional development throughout our teachers’ careers. This professional development includes a highly effective induction and mentoring program for new teachers so that HSD teachers can effectively provide quality instruction to their students from the time teachers begin their careers in our schools through the time they retire. Providing comprehensive support for our teachers will enable them to provide effective opportunities for students so that they will become productive citizens in an ever-changing world.

- e) Statement that includes which educator preparation program(s) the institution will seek to offer.

The Hollister School District Central Coast Induction Program will offer a teacher induction program designed to clear a preliminary general education or education specialist instruction credential.

- f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.*

The ultimate goal of the Hollister School District's Central Coast Induction Program is to recruit and retain quality teachers. In order to do that we choose to prepare new teachers over two years by guiding them through research-based best practices that are aligned with the Induction Preconditions and Teacher Induction Program Standards, California State Standards for the Teaching Profession and The Learning to Teach System of Educator Preparation from the California Commission on Teacher Credentialing.

The CCIP's design of educator preparation includes weekly, collaborative, on-the-job support with a highly trained support provider mentor who guides the participating teacher through an individualized learning plan that will show reflective progress towards proficiency on the California Standards for the Teaching Profession (CSTPs). Specifically,

participating teachers will begin with a thoughtful, self-assessment on a continuum, measuring proficiency on the Standards for the Teaching Profession, they will establish meaningful and measurable goals put into an individualized learning plan, they will get at least one hour a week of guidance and support from their support provider mentor, they will reflect on their practice and progress using formative assessment tools, and they will be directed towards individualized professional development based on their individual needs as a beginning teacher. They will observe veteran teachers and be observed themselves and receive feedback . They will perform multiple cycles of inquiry designed to produce quality habits that will sustain professionalism throughout the participating teacher's career.

- g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.

Not Applicable. The Hollister School District Central Coast Induction Program will operate in California only.

- h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.

	<p>A full and complete description of the program will be provided in the response to the Common and Program Standards in Stage III.</p> <p>The Hollister School District recognizes that many beginning teachers begin their career as substitutes and interns. Our wish is to not only provide service to teachers looking to clear their preliminary credentials but also to lend support to all beginning teachers within our district so as to recruit and retain the most qualified instructors in our area.</p>
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Eligibility Requirement	Required Information
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Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

<p>Institution seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval</p> <p>Institutions must submit:</p> <p>Proof of third party notification enlisting comments to be</p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>The Hollister School District began its induction journey in 1998 in the same timeframe the early development of the Santa Cruz New Teacher Project. As the New Teacher Project began to achieve national recognition, the center announced a new job opportunity in the Hollister district, that of BTSA Advisor. Hollister experienced a housing boom beginning in the year 2000, wherein our little town grew from 20,000 to over 30,000 residents seemingly</p>
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sent to : input@ctc.ca.gov

overnight. This sudden population increase created a dire need for new teachers and an increased need for new teacher induction support.

With a partnership with the New Teacher Project and our new BTSA Advisor, the Hollister School District began to serve new teachers. In the early years, the program served pre-interns, interns, as well as new and more experienced teachers who needed to clear their preliminary credentials. While the Santa Cruz New Teacher Project had close to 80 advisors overall, the Hollister School District employed (through an M.O.U. with the SCNTP) two of those mentors, one for general education and one for special education. These two mentors served 15-18 participating teachers each.

As the years progressed, Hollister School District, along with most of the state, experienced severe budget shortfalls. In addition to budget cuts, new teacher induction programs across California experienced major shifts in legislation which reduced the services we could provide to our new teachers. As a result, ongoing BTSA services were only provided to those needing to clear preliminary credentials.

The population of Hollister continues to grow exponentially as many new housing developments are currently being planned and built in the area. According to the California Department of Finance (2017), the population of Hollister is expected to grow from 36,677 in 2017 to 43,551 by the year 2030, bringing

over 6,000 new residents to the area. Development brings along with it the possibility of ongoing enrollment increases in our schools. In addition, according to several sources (Darling-Hammond), California is experiencing an increasing teacher shortage, especially in high needs positions such as special education, math and science. All in all, we anticipate the need for teacher induction to grow as our new teacher population grows. As of 2018, the Hollister School District remains one of 34 districts and charter programs who are members of the SC/SVNTP Consortium. This year, our mentor served 19 new teachers in year one or two in new teacher induction.

The district currently employs one fully-released mentor (per memorandum of understanding by the SC/SVNTP). The district mentor currently services 16-23 teachers each year. Additional part-time mentor(s) are able to be hired as needed to support teachers and education specialists in clearing preliminary credentials. District mentors support the implementation of all of our programs to meet district and site goals. The mentors are an active part of the Educational Services Branch of the Hollister School District, supporting curriculum, instruction, assessment, professional development and instructional coaching. Mentors maintain positive working relationships with all teachers, site and district administrators, focusing on district, site and individual goals. To support their own professional growth, mentors meet two times a month for professional development to further develop their

skills in supporting the individual needs of the new teachers. Mentors also receive ongoing training and support, and are able to participate in monthly collaboration with other mentors and instructional coaches.

- b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations.

The Hollister School District operates in California only and is seeking initial institutional approval from CTC for the first time.

- c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.

The Central Coast Induction Program is seeking initial institutional approval from CTC for the first time.

- d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into account the length of time of the program design).

Not applicable.

e) If offering educator preparation program(s) in other states, any information available on placement rates for candidates in the schools.

Not applicable.

f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.

The Hollister School District has long-standing positive working relationships with multiple entities that have helped to shape where they are today. For example,

- **The San Benito County Office of Education serves our teachers and administrators for professional development, SELPA governance, and meeting state mandates.**
- **We provide master teachers for credential candidates from Cal State University Monterey Bay, San Jose State University, National University, and Cal State TEACH.**
- **HSD Administrators receive Tier 1 and 2 administrative credentials at National University and through the Monterey County Office of Education.**
- **Other universities partner with the district to provide advanced level coursework and units to our staff, including: Grand Canyon University, University of the Pacific, National University and Brandman University.**

- **HSD currently works with several agencies to provide ongoing professional development for our teachers, including Partners in School Innovation, Silicon Valley Math Initiative, WestEd, Google, Benchmark and Houghton-Mifflin.**
- **HSD works within the Migrant Education Department to provide support and services to our migrant families and staff. We have the largest population of migrant students in the region.**
- **Beginning next year, HSD will have three schools who are developing AVID programs (Advancement Via Individual Determination)**
- **HSD has both the Supporting Inclusionary Practices (SIP) and Multi-Tiered Systems of Support (MTSS) grants in order to provide guidance and professional learning for our teachers in supporting best practices to all students.**
- **HSD has a long partnership with the Santa Cruz/Silicon Valley New Teacher Project and is establishing a formal relationship with the New Teacher Center to provide induction support for new teachers.**
- **We plan to work with either the University of the Pacific or National University to offer 4 semester units per year to our teachers in the induction program.**
- **We hope to offer induction support to surrounding local and rural schools throughout the county. (There are seven rural schools in**

San Benito County that serve less than 50 students and are unable to provide high levels of support and professional development to their teachers.)

- **Within the first two years of our Induction Program, we project to serve between 20 and 30 candidates a year, though we know there is an interest in other districts in the county to participate in our program.**
- **We plan to develop a retired - veteran teacher support program for our pre-induction teachers.**

g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.

The Hollister School District Central Coast Induction Program does not exist yet, but there is much data that supports that our relationship with the SC/SVNTP has been very successful and that teachers, mentors and site administrators have been very satisfied with the program offered to our teachers. As we are developing our program around the experience and knowledge learned from our professional relationship with the SC/SVNTP, we feel that the proposed program will be equally successful.

[2016-2017 Survey Results \(Teachers\)](#)

[2016-2017 Survey Results \(Mentors\)](#)

[2016-2017 Survey Results \(Administrators\)](#)

	<p>Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov is available on the Hollister School District Website in the Educational Services Department. Link</p>
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Eligibility Requirement	Required Information
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Criterion 12: Capacity and Resources

<p>An institution must submit a Capacity and resources plan providing information about how it will sustain the educator preparation program(s) through a 2-3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>a) Copy of the most recent audited budget for the institution.</p> <p>The Hollister School District's Annual Financial Report dated June 30, 2017 is attached here. Audited Budget</p> <p>b) A proposed operational budget for the educational unit.</p> <p>The Central Coast Induction Program has a proposed operational budget. Currently the program is funded using educator effectiveness funds, which is expected to continue. Any increased revenue will be supported in conjunction with partnerships with neighboring districts. CCIP Operational Budget</p> <p>c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:</p>
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- i) The number and type of faculty (full time faculty, pt. time-adjunct, etc.) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.

The instructional and support personnel for the educational unit are as follows:

-The Induction Program Coordinator (Full time but shared with other responsibilities) is a 30-year veteran in the Hollister School District. Christine White has been a teacher, a resource teacher, an assistant principal and a TK-8 principal. Currently on special assignment to write the Induction Plan, she will move into the coordinator position when the program is approved for operation. The Program Coordinator will oversee the induction program, will coordinate professional development for mentors and participating teachers, will monitor and assess candidate portfolios, will collaborate with the credential analyst for recommendations, will coordinate stakeholder relationships, and will provide the Commission with responses to requests as required.

-The number of Support Provider Mentors (Fully Released) will be dependent on the need, to provide induction for the new teachers in the Hollister School District. The program is projected to need one full-time mentor for general education and a part-time

mentor for special education. The HSD will hire additional mentors as needed for extra participating teachers as well as through MOU's for any other districts asking for induction support. One mentor has already been identified. Emma Veltri has been a HSD induction mentor with the SC/SVNTP for four years now and is a leader with the project and very well known and respected in the Hollister School District. She has been a veteran teacher in the district since 1997. Additional mentors will go through an interview process.

-Educational Services personnel will at times provide professional development to participating teachers. Personnel will include teachers on special assignment (curriculum/assessment/technology), directors of student support services, special education, and technology and innovation, and the coordinator of English learner programs.

-The New Teacher Center will provide quality training for mentors and program administrators.

-Support Staff will be in the human resources department and will include the credential analyst who will review participating teacher candidates applications and will submit recommendations to the CTC.

- ii) The criteria or minimum qualifications for each of the positions listed above.

The Induction Coordinator must have a Clear Administrative Services Credential and additionally must possess the qualifications stated below for

support provider mentors. The exception would be the teaching experience in all areas TK-12 and special education, though an understanding is imperative.

Support Provider Mentors must possess:

- **Five years of recent successful full-time teaching experience in the area they will be servicing (grade level, subject area, mild/moderate, moderate severe).**
- **A valid California Teaching Credential.**
- **Experience in some aspect of supervision and/or leadership.**
- **Experience with the Common Core State Standards, the California Standards for the Teaching Profession, teaching English learners, differentiated instruction and using technology in the classroom.**
- **Knowledge of current research of principles and strategies pertaining to instruction and assessment.**
- **A valid Class 3 California Driver's License and Evidence of Automobile Insurance.**

All instructional staff must possess a valid Clear California Teaching Credential and will work closely with educators from the New Teacher Center to receive guidance about providing the Induction program as well as mentor and leader training.

- iii) **If the institution applying is an out of state institution, provide all relevant information about how the institutional services will be**

delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?

Not Applicable.

- d) If the institution applying is an out of state Institution, the institution must provide all relevant information as to which of the education services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.

The Hollister School District operates in California only.

- e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.

The Hollister School District has been providing induction services through the Santa Cruz New Teacher Project for years, and its induction program has always included a partnership with its site principals. Mentors support participating teachers by meeting with administrators to discuss school and district goals and how they relate to the goals for induction. Mentors meet with their teachers often at the sites and observe in their classrooms on a regular

basis. Relationships have already been established for providing fieldwork at the sites. The Hollister School District is a TK-8 district so most of the opportunities for fieldwork will occur within the district. However, many districts in the area have expressed their interest in a future partnership with the CCIP as its current teacher candidates travel to the Monterey County Office of Education currently to get their induction needs met. For example, HSD has already established collaborative workings with San Benito High School in the area of math and its continuum through 12th grade, and has been in communication with Hollister Prep School, a local charter school on the RO Hardin campus, so this could provide additional opportunities for fieldwork at the sites.

- f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.**

The Hollister School District has a separate district office on Cienega Road where the business offices operate and where the majority of professional development occurs. There are four full conference rooms as well as four small break out rooms on site as well as multiple empty classrooms and office spaces throughout the district in which to meet with stakeholders, participating teachers and support provider mentors. All presentation rooms include computer presentation capabilities as well as Wi-Fi access.

In 2014 the Hollister School District hired a new Director of Technology and Innovation. The staff began using Google Apps for Education and they quickly expanded their use of technology. Over the last few years, the HSD has steadily grown towards becoming a Google Certified District. Upon arrival as a new certificated staff member, one is issued a chromebook for use at home and at work. The leadership has been using Google Classroom to push out content and to support teachers throughout the district. Recently the technology department has developed an E-learning hub, Auxilium, which contains online tutorials so that teachers can personalize their own learning. In addition the district hired a teacher on special assignment (TOSA) for technology whose role lies between an instructional coach and a resource teacher. Several literacy coaches were also added to provide teachers with support in receiving online curriculum resources. Next year HSD will be adding math coaches. Induction participating teachers will be required to develop electronic portfolios using a Google platform and tools for induction will be accessed using support from the New Teacher Center.

- g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

Since the year 1998, the Hollister School District has been able to provide adequate support for teachers desiring to clear their preliminary credentials through

sending them to the Santa Cruz New Teacher Project. That will not change if for some reason the CCIP closes or is unable to continue to provide induction services as an authorized provider. We will be modeling our program after the learnings we have encumbered with them, so if we need to close our program, the Santa Cruz/Silicon Valley New Teacher Project has agreed to include our teachers into their program and they will be served as they are now.