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# 2A

## Action

### *Educator Preparation Committee*

#### **Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Burton School District**

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**Executive Summary:** This agenda item presents, as a part of the Initial Institutional Approval process, Burton School District responses to the Common Standards and Initial Program Preconditions for consideration and possible Provisional Approval.

**Recommended Action:** That the Commission grant Provisional Approval to Burton School District and set the Provisional Approval period to be three years.

**Presenter:** Lynette Roby, Consultant, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

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## Initial Institutional Approval - Stage III: Consideration of Provisional Approval for Burton School District

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### Introduction

This agenda item presents, as a part of the Initial Institutional Approval (IIA) process, Burton School District's (BSD) responses to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions* for consideration and potential provisional approval by the Commission on Teacher Credentialing (Commission). Preconditions have been reviewed by staff and deemed to be met. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been deemed to be aligned.

If approved for provisional approval, the next step in the process would be for members of the BIR to review the institution's response to the program standards, and when deemed aligned, be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the two to three year provisional period of time as specified by the Commission. After operating the program for the provisional period, a site visit is conducted, data collected, and a Commission decision about full initial institutional approval is considered.

### Background

California Education Code §44372(c) provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first be approved as a new program sponsor.

At the [December 2015 Commission meeting](#), the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017 Commission Meeting](#). The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program on a provisional basis once the program standards are aligned and approved by the COA.

## Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p><b>Staff Determination</b> If the institution is a legal entity and the team attends Accreditation 101, then may move to Stage II.</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p><b>Commission Decision</b> 1) Grant Eligibility 2) Deny Eligibility</p>	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p><b>a) Commission Decision</b> 1) Grant Provisional Approval 2) Deny Provisional Approval</p> <p><b>b) Committee on Accreditation Decision</b> 1) Approve Program(s) 2) Deny Approval</p>	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p><b>Commission Decision</b> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval</p>	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p><b>Committee on Accreditation Decision</b> Monitors through the accreditation system.</p>

## **Burton School District**

BSD seeks Provisional Approval from the Commission at this time. Its application states that the institution intends to seek COA approval to offer a Teacher Induction program. BSD has completed Stages I and II having been approved as an Eligible Institution by the Commission at its October 2017 Commission meeting (see [Agenda Item 4E](#)). This action allowed BSD to move forward to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions*.

### **Stage III: Review to Determine Alignment with Applicable Standards and Preconditions**

In keeping with the Commission's process for IIA, BSD submitted its responses to Initial Program Preconditions and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. In addition, two BIR members reviewed the Common Standards and have found them to be aligned.

Table 1 on the following page provides a summary of BSD's responses to Initial Program Preconditions and Teacher Induction Preconditions. The full submission of BSD's preconditions can be found in [Attachment A](#) of this agenda item. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in *Stage II: Eligibility Requirement*.

Table 2 is a summary of BSD's responses to the Common Standards. The complete Common Standards document can be found in [Attachment B](#) of the agenda item.

**Table 1 Preconditions**

*(For reference Burton School District's Preconditions document is provided in [Attachment A](#))*

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How Burton School District Meets the Precondition
<p><b>(1) Demonstration of Need.</b> To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	Yes	<p>Currently, Burton School District (BSD) partners with Tulare County Office of Education (TCOE) in Visalia, California which is approximately 35 miles from BSD. The distance has proved difficult for BSD teachers to attend induction meetings and events. Offering an induction program in BSD would provide candidates easy access to support providers and staff within the district and would provide BSD the opportunity to address recruitment and retention of teachers in a rural area. In developing the purpose for a new induction program, BSD sought input from stakeholders including completers, support providers, veteran teachers and administrators and found that these stakeholders were in support of building the capacity to offer induction.</p> <p>Currently, 26 BSD teachers attend the TCOE induction program. Anticipated numbers of teachers needing induction over the next two years is 27 for the 2018-19 school year and 30 for the 2019-20 school year.</p>
<p><b>(2) Practitioners' Participation in Program Design.</b> To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation,</p>	Yes	<p>Practitioners have been and will be actively involved in the design and development of BSD's induction program. In order to develop an effective teacher induction program, the New Teacher Support and Development Coordinator collaborated with the Fresno State Doctorate in Educational Leadership program to conduct candidate surveys about the mentoring and induction practices they found most valuable. Interviews were also conducted with the current support providers. The results were used to inform</p>

<b>Initial Program Preconditions</b>		
<b>Initial Program Precondition</b>	<b>Meets Precondition</b>	<b>How Burton School District Meets the Precondition</b>
educational goals, and content emphases.		<p>the design and development of the BSD induction program.</p> <p>To ensure practitioner participation, BSD has established a Teacher Induction Program Advisory Committee comprised of the Director of Human Resources, the New Teacher Support and Development Coordinator, the Academic Technology Coordinator, representatives from institutions of higher education which include Fresno State and Fresno Pacific, site administrators, elementary and secondary support providers/candidates (Burton Middle School, Summit Charter Academy Mathew Campus, and Summit Charter Academy Lombardi Campus) and a union representative (from Summit Charter Academy Lombardi). The Advisory Committee provided initial input and helped to develop integral parts of the induction program including the candidate Individual Learning Plan (ILP), mentoring requirements, and additional candidate supports.</p>

<b>Teacher Induction Preconditions</b>		
<b>Precondition</b>	<b>Meets Precondition</b>	<b>How Burton School District Meets the Precondition</b>
(1) Each induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.	Yes	BSD’s two-year induction program will connect classroom pedagogy with job-embedded application while providing differentiated support for candidates. The program will serve Year 1, Year 2 and Early Completion Option candidates. The Office of Human Resources will identify new teachers eligible for induction each year which will include candidates who have obtained a Preliminary Multiple Subject or a

Teacher Induction Preconditions		
Precondition	Meets Precondition	How Burton School District Meets the Precondition
		<p>Preliminary Single Subject credential.</p> <p>BSD's induction program will be based on individualization and the need of candidates. Candidates will meet quarterly to participate in professional learning and build on their ILPs. Support for the candidates will be provided by BSD's Educational Services, English Learner Group, resource teams, assigned support providers and staff from Capturing Kids' Hearts which is a BSD program initiative to develop self-managing classrooms and decrease discipline issues through innovative techniques. Site administrators will also support candidates' professional growth by providing site-specific new teacher support throughout the school year.</p>
<p><b>(2)</b> The induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.</p>	<p>Yes</p>	<p>Support providers and candidates will be matched within the first 30 days of school. Efforts will be made to pair candidates and support providers who teach similar grade levels and/or subject matter.</p> <p>Experienced support providers will assist candidates in developing and demonstrating the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. Candidates in BSD's induction program will meet weekly with their support provider and reflect on clinical experience. These mentoring sessions will be documented by way of an electronic log. The log will be designed to be individualized and a reflection of candidate progress and development. The log will be monitored by the NTSD Coordinator. Completing and submitting a log entry each week will be done online. Candidates and</p>

<b>Teacher Induction Preconditions</b>		
<b>Precondition</b>	<b>Meets Precondition</b>	<b>How Burton School District Meets the Precondition</b>
		<p>support providers will have the ability to share feedback, thoughts, and comments on their experience and progress.</p> <p>Although not a required part of the induction program, candidates will have an additional opportunity for support through professional learning communities called Achievement Teams. These professional learning communities are available to all BSD teachers and should candidates choose to participate they will be able to meet with colleagues and collaborate with veteran teachers about content and grade levels and network.</p>
<b>(3)</b> Each induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.	Yes	<p>Mentoring from the support providers will be provided at minimum of one hour per week based on the candidate's specific learning needs. Weekly mentoring sessions will focus on growth through the ILP. Support providers will conduct four observations of the candidates each year and will engage in reflective conversations about the observations, arrange for the candidates to observe effective veteran teachers as needed and help with the planning and implementation of the CSTPs. All clinical and field based experiences will be logged through the ILP and support provider logs.</p>
<b>(4)</b> Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.	Yes	<p>The BSD teacher induction program will include an ILP which will reflect the CSTPs. Candidates will develop their ILP goals through discussions with their support providers and will submit those ILP goals to the New Teacher Support and Development Coordinator within the first 45 days of enrollment in BSD's induction program.</p>



<b>Teacher Induction Preconditions</b>		
<b>Precondition</b>	<b>Meets Precondition</b>	<b>How Burton School District Meets the Precondition</b>
<b>(5)</b> The ILP must be designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes.	Yes	BSD has ensured that the ILP will not be used for evaluation or employment purposes. The design of the induction program will be focused on the ILP and individualized candidate need. Candidates will receive feedback and support from colleagues and site administrators in order to refine and individualize their ILPs and establish growth around the CSTPs.
<b>(6)</b> An induction program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.	Yes	<p>In addition to a course of study for Year 1 and Year 2, BSD will offer an Early Completion Option (ECO). At the first BSD induction orientation meeting all candidates will be informed about ECO. This option is designed to acknowledge the skills of teachers who have previous teaching experience such that the induction program may be completed in one year rather than two. Candidates seeking to enroll in ECO must:</p> <ul style="list-style-type: none"> <li>• Hold a California Preliminary single subject or multiple subject credential</li> <li>• Be employed in a California public school</li> <li>• Be able to document a minimum 3 years prior teaching experience as the teacher of record</li> <li>• Provide a recommendation from his/her site administrator</li> <li>• Sign the candidate agreement form</li> </ul> <p>BSD’s induction program will be responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that s/he has the knowledge, skills abilities, and competencies required of all teacher candidates who complete the full-length</p>

<b>Teacher Induction Preconditions</b>		
<b>Precondition</b>	<b>Meets Precondition</b>	<b>How Burton School District Meets the Precondition</b>
		induction program. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the New Teacher Support and Development Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.

**Table 2 – Summary of Common Standards Responses  
Burton School District**

**For reference Burton School District’s Common Standard document is provided in [Attachment B](#). All responses to the Common Standards have been deemed to be aligned by a team of Board of Institutional trained reviewers. Beneath each Common Standard is a summary of the information submitted by the institution. The link in each Common Standard takes the reader to the actual submission from the prospective sponsor. The [2015 Common Standards](#) can be found on the Commission website.**

<a href="#">Common Standard 1</a> - Institutional Infrastructure to Support Educator Preparation	Aligned
<p>Burton School District (BSD) has provided its mission and research-based vision which is consistent with California’s adopted standards.</p>	
<p><u>Mission</u> The mission of the Burton School District Induction Program is to develop teachers along their professional learning journey through support providers who will model quality instruction, provide collaborative support, coach towards professional independence, equip candidates to teach the adopted California K-12 standards and frameworks, and empower each teacher to reach every student. The program will develop the candidate’s mindset throughout their professional journey as they work in collaboration with their support provider and seek to reach their diverse students with the intention of meeting the health, ethnic, racial, socioeconomic, linguistic and learning needs of each student; success for all.</p>	
<p><u>Vision</u> The vision of the Burton School District Induction Program is that every teacher is provided with the resources, skills, and support to realize the full potential of their professional capacity and that every child will have access to a rigorous, well-managed, TK-12 standards and framework aligned, and inclusive educational experience to prepare all students to be college and world ready.</p>	
<p>The BSD Induction program will connect classroom pedagogy with job-embedded application. BSD’s induction program will operate with the combined support of the Superintendent, the Human Resources Department, and the BSD Educational Services team which is comprised of the departments of Leadership Development, Instructional Development, Intervention and Enrichment, and School Resources and Support. BSD’s Induction program will operate through the Human Resources department and the Educational Services Team will share in the development and review of the induction program to ensure it is being effectively implemented.</p>	
<p>Induction candidates will work collaboratively with their peers, the community, site administration, district personnel and colleagues. The four research based BSD initiatives of Capturing Kids’ Hearts, English Language Development, Implementing 1:World Technology for All Students, and effective intervention will serve as the foundation for the BSD program.</p>	

BSD's teacher induction program will include an ILP, which reflects on state standards and CSTPs.

Burton School District will actively involve faculty, instructional personnel, and relevant stakeholders in several ways.

1. By creating a Teacher Induction Program Advisory Committee. The purpose of the committee is to review and ensure that the BSD Teacher Induction Program is meeting standards and that the program is being implemented effectively. The Advisory Committee includes the Director of Human Resources, the New Teacher Support and Development Coordinator, the Academic Technology Coordinator, representatives from institutions of higher education (IHEs), site administrators, elementary and secondary support providers/candidates, and a union representative.
2. By designating a site mentor for each school site in the district. These mentors will be classified as Teachers on Special Assignment (TOSAs). These site mentors serve all teachers on their campuses and may also apply to be support providers. Mentors/support providers will meet monthly and have the opportunity to review the program, provide feedback, and assist in the development and implementation of the program.
3. The Human Resources Department will oversee the organization, coordination, and implementation of the induction program and the BSD Superintendent will ensure that the program meets the needs of the candidates.

BSD will also provide opportunities for faculty and instructional personnel to regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community. Examples of collaborative opportunities are school board meetings, LCAP community meetings, weekly Professional Learning Community (PLC) meetings at each school site, professional development sessions, instructional network meetings, and partnerships with local colleges.

BSD collaborates with local colleges and universities to support college students who are pursuing careers in education. The Burton Board of Trustees has approved MOU's with National University, Fresno State University, Brandman University, and Fresno Pacific University. BSD also works with institutions offering intern programs, for example Tulare County Office of Education Impact Program. In addition, BSD has developed a community partnership with Porterville College, a local community college.

Resources in support of the induction program have been allocated by the district Superintendent and Chief Business Officer through general funds and LCAP funds. Currently, BSD incurs the cost of induction candidates participating in the TCOE induction program and funds are being allocated for release time for support providers and induction candidates for observations, planning, and reflection.

BSD will fund the following services in support of the teacher induction program:

- Director of HR
- New Teacher Support and Development Coordinator

- Support Providers
- Professional Development
- Instructional Technology
- Resources and Materials
- Use of Facilities
- Substitutes for Release Days

In support of the program, BSD will use facilities throughout the district. The Professional Academy of Leadership and Learning (PALL) Center is equipped with updated technology for viewing and sharing information and will be used for group meetings and professional development opportunities. Each school site has a designated meeting/training room and is equipped with the same type of technology. All BSD teachers receive a MacBook and an iPad to be used for training, research, planning, and implementation of lessons. As a 1:World district, every BSD student has either an iPad for K-8 or a MacBook for 9-12.

Resources will also be provided by the HR Department, Educational Services Team, New Teacher Support and Development Coordinator and instructional personnel including the Director of Education Services Instructional Learning, ELA Coordinator, ELD Coordinator, Math Coordinator, NTSD Coordinator, Academic Technology Coaches, Principals, Vice Principals, and site mentors.

Burton School District is committed to hiring and retaining faculty who represent and support diversity and excellence. Recruitment efforts take place yearly through local job fairs, website advertisements, and connections with various universities in an attempt to employ individuals who are representative of the community being served in the Central Valley. Additionally, recruitment tools are currently being developed for use on social media platforms. Candidate and support provider demographic information will be collected each year and will be used to help determine if further recruitment efforts need to be made to maintain representation of diverse backgrounds.

BSD has ensured that it will employ, assign and retain only qualified personnel who will provide professional development and support new teachers. The Director of Human Resources will recruit induction support providers who are tenured and fully credentialed, have three or more years of successful teaching experience, and have a recommendation from his/her site administrator. Annual support provider evaluation surveys will aide in meeting the needs of the support providers. Additional training sessions will be offered based on support providers' needs and interests.

The New Teacher Support and Development Coordinator (NTSD) will monitor the progress of each candidate. All forms and logs will be submitted to an online Learning Management System (LMS) with shared access for the Director of HR, the NTSD Coordinator, the candidate, and the candidate's support provider. A variety of data and evidence will be used to assess candidate growth throughout the program including successfully completing required documentation and mentoring logs, written and verbal reflections and completion of classroom observation protocols. The Director of HR and the NTSD Coordinator will review all

documentation for credential recommendation. Upon program completion, the NTSD Coordinator will review all documents and work with the Director of HR to make the formal recommendation to CTC. BSD will recommend credentials for candidates who complete the induction program requirements.

Documentation will be collected and reviewed throughout the duration of the program through Google Classroom. If a deadline passes and a candidate has not submitted documentation the NTSD Coordinator will contact the support provider and candidate with the necessary steps and requirements to remain on track for timely completion. If a candidate falls too far behind they may be required to extend the program.

**Common Standard 2 - Candidate Recruitment and Support Preparation**

**Aligned**

Currently, BSD plans to enroll all teachers (full and part-time) employed by the Burton School District who hold a Preliminary California Teaching Credential into the induction program. In order to participate in induction, part time candidates must have access to the same group of students regularly as well as responsibility for lesson planning, assessment, and student caseload. Part time candidates will be admitted on a case by case basis with the above criteria in mind.

BSD has multiple measures in place to identify eligible candidates. Since the induction program will be housed in the HR department the Director of HR will be responsible for hiring, reviewing transcripts, and verifying credential status in collaboration with the NTSD Coordinator. Through data collection and credential reports, the Director of HR will identify and reach out to those teachers eligible for induction to let them know of the first information/enrollment meeting. In an effort to make sure no one is missed, advertisements will be sent via district email and late hires will be monitored for eligibility. To diversify the educator pool, BSD will take a proactive approach to recruitment. The HR Department and site administrators will attend job fairs throughout the Central Valley to find teachers who represent the population served. All open teaching positions will be posted on Edjoin which will allow for a wide range of applicants. Currently BSD runs two dual immersion programs and recruits candidates who demonstrate an academic level of the Spanish language and hold a Bilingual Authorization. In addition to the dual immersion programs, the district also serves two International Baccalaureate (IB) World Schools which require the teaching of a second language and teaching academic standards through a global perspective.

Should BSD become provisionally approved and eventually receive full approval in Stage IV of the Initial Institutional Approval process, teachers employed by other districts may be considered for admittance into the induction program provided they have approval from their district of employment and they meet all the necessary eligibility requirements. Potential outside candidates would need to provide official transcripts, verification of employment through a copy of their teaching contract and/or verification of employment form signed by their HR department, and a copy of a valid California Preliminary Credential. Outside recruitment efforts would include advertisements and brochures sent out via postal mail, email, and social media platforms to surrounding schools/districts in Tulare county. All outside

candidates and support providers would be held to the same expectations for attendance and participation as BSD candidates and support providers.

BSD will offer support and assistance for new teachers in an effort to ensure a successful start into the teaching career. Information about induction will be made available to candidates and potential candidates through a website and in the candidate handbook. All newly hired teachers will attend five days of new teacher training prior to the start of the school year. BSD personnel will be available to guide candidates in the program and will include the NTSD Coordinator, the Director of HR and support providers. Additionally, support providers and candidates will be matched within the first 30 days of school.

Candidate competency and progress will be monitored by mentoring logs, written and verbal reflections, the timely completion of PDSA (Plan, Do, Study, Act) cycles as documented in the ILP, completion of classroom observation protocols, and participation in individualized professional development opportunities. BSD's NTSD Coordinator and support providers will determine if a candidate needs additional support based on evidence collected during the monitoring process. Evidence that may result in the decision to provide more intensive support include missing or incomplete mentoring logs, unsatisfactory classroom observation, and lack of attendance at pre-approved, individualized professional development sessions. If these types of evidence patterns are identified, the NTSD Coordinator and/or support provider will meet with the candidate and determine what type of additional individualized support is needed to help the candidate progress toward achieving ILP goals. Additional supports that may be provided include but are not limited to notifications of impending deadlines and requirements, meeting with support providers during prep periods to complete missing or unsatisfactory requirements, providing release time to support the candidate with access to need-based training, or assistance from a site mentor/NTSD Coordinator/colleague who is experienced in the candidate's area of need. Further supports include the assignment of a new support provider that would better meet the candidate's needs, individualized support from the site administrator, or additional support from the Educational Services team.

**Common Standard 3 - Course of Study, Fieldwork and Clinical Practice**

**Aligned**

BSD will provide a Teacher Induction Program that is based on the candidate-support provider relationship. The candidate's ongoing work on activities that are designed and detailed in the ILP will serve as the guide for the support provider-candidate interactions. BSD's teacher induction program will be grounded in current research and will utilize research based strategies as the foundation for the program design and professional learning opportunities. BSD will provide candidates a course of study for Year 1, Year 2, and Early Completion Option candidates. The program's course of study will provide structured time to reflect on professional practice and individual growth. The program's design will provide multiple opportunities for candidates to refine their ILPs and grow as educators.

Professional learning cycles will support the development of candidate competencies based on the credentials sought (i.e. multiple subject/single subject). Candidates will participate in a cycle of learning, practicing, and feedback throughout the year. Professional learning series will be focused on the candidates' ILP goals and if the NTSD Coordinator identifies a

candidate's ILP goal that is not addressed in currently planned professional learning cycles, one will be created to directly meet the needs of the candidate.

Year 1, Year 2, and ECO candidates will meet quarterly to participate in professional learning that is based on the specific needs of the candidates. These meetings will provide time for candidates to collaborate and support one another in working on ILP goals. The Education Services team will also be in attendance to offer individualized intensive support when needed. During months when in-person meetings are not scheduled, candidates will meet online using video conferencing and discussion platforms to receive individualized professional learning and to collaborate with their peers, the Educational Services team, and support providers. Site administrators will also be actively involved in supporting the candidate's professional growth by providing ongoing site-specific new teacher support regularly throughout the school year. Additionally, BSD's Educational Services, English Learner Group, Capturing Kids' Hearts staff and Human Resources teams will provide professional learning to all teachers in the district throughout the school year.

BSD offers professional learning opportunities once a week after school hours and teachers can request specific professional learning session from the course catalogue. The professional learning opportunities offered will allow candidates to individualize their professional growth and achieve their ILP goals. BSD's professional learning opportunities include classroom management, rigorous instruction, engagement strategies, technology use, effective strategies to work with special education students and English learners, parent communication, and effective assessment. If a candidate's ILP, however, indicates that other professional learning is required outside of the opportunities offered, the NTSD Coordinator will facilitate access to those resources.

Site-based supervision will be provided by induction support providers and BSD will make every attempt to match candidates with support providers who hold similar credentials and teach in a similar context. All support providers must hold a Clear California Teaching Credential and have a minimum of three years of teaching experience. In addition, support providers must submit a letter of recommendation from his or her site administrator during the application process. BSD will provide ongoing training and assistance to support providers through the Department of Professional Learning. Support providers will learn about effective coaching cycles, strategies to coach both individuals and teams, emotional intelligence in relation to coaching, social awareness, and forming healthy relationships. Support providers will attend an introductory workshop prior to meeting with their candidates. This workshop will help form a foundation for effective coaching practices, set the expectations and give an overview of the induction program. As ongoing assistance, support providers will meet four times throughout the year with the Director of HR and the NTSD Coordinator.

Feedback about the effectiveness of the support providers and the support provider-candidate relationship will be solicited from candidates two times per school year by means of feedback forms. In addition, the NTSD Coordinator will monitor the progress of the support providers by checking mentor logs and monitoring support provider attendance and participation at the quarterly meetings/workshops. In the unlikely event that a support



provider concern becomes unresolvable, a replacement support provider will be sought in consultation with the site administrator. Support providers will be publicly recognized at the Teacher Induction Program Showcase that will occur in the spring of each year. Support providers will be required to maintain a log with candidates that includes topics related to the ILP. The purpose of the log is to document the mentoring provided by the support provider. The candidate and support provider must log a minimum of one hour per week although more will be encouraged.

Mentoring from the support providers will be provided at minimum of one hour per week based on the candidate's specific learning needs. In addition, support providers will conduct four observations of the candidates each year and will engage in reflective conversations about the observations, arrange for the candidates to observe effective veteran teachers as needed, and help with the planning and implementation of the CSTPs. All clinical and field based experiences will be logged through the ILP and mentor logs.

BSD's board-adopted academic standards are designed to challenge all students to achieve their full academic and personal potential. These standards specify the content knowledge and applied skills needed for students to be prepared for college, employment, and responsible civic participation. BSD Board Policy 6011 demonstrates how district content standards shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

**Common Standard 4 - Continuous Improvement**

**Aligned**

BSD will continuously evaluate its effectiveness through ongoing data collection and will make improvements based on the data. Data will be gathered using mid-year and end-of-year surveys of candidates and support providers and will include questions about general operations, effectiveness of the program, and the support provider-candidate relationship. Program completers will also be followed to determine teacher retention information.

Once data is collected and analyzed, the Director of HR and NTSD Coordinator will share the results with the District Office Cabinet and the School Board and make recommendations for program improvements. This information will be shared with stakeholders and participants at quarterly meetings and general program updates and information will be posted on the induction website and HR social media platforms.

Since BSD will initially serve only employees of the district, BSD will keep track the employment of completers of the program using internal verification of employment and email surveys. If BSD extends the induction program to include employees of other districts verification of employment will be confirm with HR departments of partner districts.

**Common Standard 5 - Program Impact**

**Aligned**

BSD will evaluate the effectiveness of its induction program on the development of candidates as educators by assessing candidate demonstration of growth on the CSTPs. At the beginning of the induction program, a support provider will observe the candidate in the classroom and will determine the level of competence related to the CSTPs. After the initial

observation, the candidate and support provider will collaborate, reflect and record the observation in the support provider observation log. This process will occur four times each year to determine growth on the CSTPs over time. Candidates will revise their ILPs and set appropriate goals for continued growth based on support provider and site administrator feedback and self-assessment. BSD induction candidates will receive ongoing professional development on teaching academic standards as well as teaching strategies for significant special populations, such as English Learners. Meeting the needs of English Learners is one of the BSD's priorities.

Additionally, to determine if the impact that the induction candidates have on the teaching and learning in schools, feedback from site leaders and support providers will be considered as will the success of students, attendance, interventions, and student/parent feedback.

### **Staff Recommendation**

The Board of Institutional Review has found the Common Standard responses to be aligned to the standards and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to Burton School District. Provisional approval would allow Burton School District's proposed program for Teacher Induction to be reviewed by the Committee on Accreditation for potential approval.

Because induction programs are designed to be two years in length, staff recommends that if Provisional Approval is granted to Burton School District by the Commission, the period of Provisional Approval be 3 years such that in Year Three a site visit could occur and data will be available that includes completers of the program. The report from the site visit will be brought to the Commission for consideration of full approval for Burton School District.