
2B

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Atwater Elementary School District

Executive Summary: This agenda item presents, as a part of the Initial Institutional Approval process, Atwater Elementary 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 Atwater Elementary 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.

Initial Institutional Approval - Stage III: Consideration of Provisional Approval for Atwater Elementary School District

Introduction

This agenda item presents, as a part of the Initial Institutional Approval (IIA) process, Atwater Elementary School District's (AESD) 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 would 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 Common 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 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>Staff Determination 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>Commission Decision 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>a) Commission Decision 1) Grant Provisional Approval 2) Deny Provisional Approval</p> <p>b) Committee on Accreditation Decision 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>Commission Decision 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>Committee on Accreditation Decision Monitors through the accreditation system.</p>

Atwater Elementary School District

AESD seeks Provisional Approval from the Commission as a program sponsor. Its application states that the institution intends to seek COA approval to offer a Teacher Induction program. AESD 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 3B](#)). This action allowed AESD 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, AESD 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 AESD's responses to Initial Program Preconditions and Teacher Induction Preconditions. The full submission of AESD'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 AESD'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 AESD's Preconditions document is provided in [Attachment A](#))

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How Atwater Elementary School District Meets the Precondition
<p>(1) Demonstration of Need. 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>	<p>Yes</p>	<p>AESD is located in a small, rural central California town where schools have traditionally been difficult to staff and have suffered from high rates of teacher attrition. Currently, Atwater Elementary School District (AESD) partners with the Merced Union High School District (MUHSD) Induction Program to provide induction services to its teachers. Twenty seven AESD teachers candidates were enrolled in the MUHSD program for the 2017-18 school year. AESD seeks approval for its own induction program in order to best meet the needs of its candidates and students. AESD is a TK-8 only school district. A teacher induction program will allow AESD to meet the needs that are unique to the TK-8 context.</p> <p>For the 2017-18 school year, AESD had 41 non-permanent employees who do not yet have clear credentials. In the next two to three years, it is anticipated that the remainder of these certificated employees (currently intern, PIP, or STSP) will receive preliminary credentials and become eligible for the program. AESD certifies that during the foreseeable future it will hire additional multiple subject, single subject, and educational specialist teachers.</p>

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How Atwater Elementary School District Meets the Precondition
<p>(2) Practitioners' Participation in Program Design. 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, educational goals, and content emphases.</p>	<p>Yes</p>	<p>Practitioners have been and will continue to be actively involved in the design and development of AESD's philosophical orientation, educational goals, and content emphases. Quarterly meetings will be held among the Program Director (Assistant Superintendent for Educational Services), Program Coordinator, Assistant Superintendent for Human Resources, current mentors, a site administrator, and two recent program participants and input will be collected regarding the program's mission, goals, and recommendations for its implementation.</p> <p>Candidates, mentors and school administrators have been and will continue to be surveyed to collect feedback regarding the program and to provide data which will inform continuous improvement. An advisory council consisting of the Program Director, Program Coordinator, Assistant Superintendent for Human Resources, at least one school administrator, at least one mentor, and at least two recent participants in the program has been formed and will meet quarterly to review data regarding program effectiveness. Mentors also provide input in monthly mentor forums and program surveys.</p>

Teacher Induction Preconditions		
Precondition	Meets Precondition	How Atwater Elementary School District Meets the Precondition
(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	AESD's induction program will be a two-year job-embedded system of mentoring, support and professional learning that begins in the first year of teaching. AESD will offer candidates the support of full-release mentors who will be available to provide just-in-time support and long-term support. The program will also meet individual learning needs as indicated in candidate Individualized Learning Plans (ILPs) by making available professional development and learning opportunities.
(2) 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.	Yes	AESD assures that it will identify and assign a mentor for each candidate within the first 30 days of enrollment into the program. All efforts will be made to match the mentor and candidate according to grade level/and or subject level as appropriate to a candidate's employment.
(3) 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	AESD assures that each candidate in the induction program will receive an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. This information will be provided in the candidate handbook and in information brochures. The hours will be tracked in a mentor log that will be linked to a candidate's ILP document.
(4) Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the	Yes	An ILP will be developed within the first 60 days of enrollment in the program. The ILP will address the candidate's goals in relation to the CSTPs and each candidate's goals will be developed in collaboration with his/her

Teacher Induction Preconditions		
Precondition	Meets Precondition	How Atwater Elementary School District Meets the Precondition
teacher's enrollment in the program.		mentor and with input from his/her administrator.
(5) 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	The ILP will be created with input from the principal through an annual site meeting and is documented on the ILP planning guide. The ILP will be implemented for the sole purpose of the growth and development of the participating teacher. It will not be used for evaluation for employment purposes. Principals will be informed of this requirement at an annual site administrator's meeting and throughout the school year.
(6) 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>The Atwater Elementary School District Induction Program will make an Early Completion Option (ECO) available to participants and will advise candidates that those who are experienced and demonstrate exceptional teaching practices based on the program's established criteria may be eligible for ECO.</p> <p>The following criteria are designed according to the preconditions to serve experienced and exceptional candidates.</p> <ol style="list-style-type: none"> 1. Eligible candidates must hold a Preliminary Multiple Subject, Single Subject, or Education Specialist credential. 2. ECO candidates must meet one of these criteria: <ol style="list-style-type: none"> a. Private school or out-of-state or country teacher with two or more years of experience documented with at least two positive evaluations from a directly supervising administrator.

Teacher Induction Preconditions

Precondition	Meets Precondition	How Atwater Elementary School District Meets the Precondition
		<p>b. Graduate of an intern program with two years of participation in the program. Evidence of successful intern experience must include at least two rigorous, positive evaluations from the University Supervisor, Site Administrator, and/or Supervising Teacher.</p> <p>3. Application process: Candidates who feel they meet the above criteria must apply by submitting the following within 60 days of their enrollment in the program:</p> <ul style="list-style-type: none"> a. A written rationale explaining how they meet the criteria for Early Completion. The letter should outline both prior experience and exemplary practice related to the California Standards for the Teaching Profession, professionalism, and commitment to the teaching profession. b. Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment. c. Evidence of exceptional teaching practice during prior professional experience with a minimum of three (3) teacher performance evaluations completed in the prior 18 months including one by the most recent evaluator. d. A letter of recommendation from the current site administrator referencing exemplary practice based upon the California Standards for the Teaching Profession and a statement that the ECO program will be appropriate for the candidate.

Teacher Induction Preconditions		
Precondition	Meets Precondition	How Atwater Elementary School District Meets the Precondition
		These requirements are detailed in the AESD New Teacher Induction Handbook and will be presented at the induction orientation meeting for first-year candidates.

Table 2 – Summary of Common Standards Responses
Atwater Elementary School District

For reference Atwater Elementary 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.

Common Standard 1 - Institutional Infrastructure to Support Educator Preparation	Aligned
<p>Atwater Elementary School District (AESD) has provided its mission and research-based vision which is consistent with California’s adopted standards.</p> <p><u>Vision</u> The vision of AESD is to provide every student with a highly qualified teacher who continues to grow as a professional through reflection, collaboration with colleagues, and the implementation of appropriate instructional strategies and assessments. These teachers will create safe, inclusive learning environments for all students which promote their success not only in school itself, but also in future careers.</p> <p><u>Mission</u> The mission of AESD’s New Teacher Induction program is to provide general education and education specialist candidates with an individualized induction experience that includes intensive, ongoing support from a qualified mentor and leads to candidate growth in the California Standards for the Teaching Profession. The ultimate goals of the program are:</p> <ol style="list-style-type: none"> 1. To increase student achievement in meeting California’s adopted state standards and frameworks by developing candidate competence in working effectively with the full range of California’s TK-12 students. 2. To support the retention of teachers who are well-qualified to meet the unique needs of students in the Atwater Elementary School District. <p>AESD is a public TK-8 California school district that seeks to offer a teacher induction program. The Educational Services Department will have primary oversight of the AESD New Teacher Induction Program. The Director of the Program is the Assistant Superintendent for Educational Services. She is responsible for and will report to the Office of the Superintendent and the Office of Human Resources, site administrators and other agencies as appropriate. AESD will actively involve faculty, instructional personnel, and relevant stakeholders as follows:</p> <ol style="list-style-type: none"> 1. An Induction Advisory Council will meet and will consist of the program director, program coordinator, an IHE partner, a representative from CSU Stanislaus, site administrators, assistant superintendent for human resources, program mentors, and current and former candidates. 	

2. Current mentors will have an opportunity to review the program and assist with program design at monthly mentor forums.
3. Candidates, mentors, and site administrators will be surveyed twice annually to solicit their input on program effectiveness.
4. Mentors will meet with site administrators and candidates at the beginning of each school year to get input regarding site instructional initiatives to help guide the creation of candidates' ILPs.

AESD faculty and instructional personnel will collaborate regularly and systematically with P-12 colleagues, college/university faculty, and the broader educational community as follows:

- Mentors will collaborate with one another once a month and with other mentors in the Merced Union High School District and Merced County Office of Education twice annually in professional development sessions.
- Mentors will attend the New Teacher Center Symposium, the California Statewide Induction Conference, Elena Aguilar training and Cognitive Coaching training.
- The program coordinator will partner with the North Valley Collaborative and regional induction programs.
- The district will partner with CSU Stanislaus, Fresno Pacific University, Stanislaus County Office of Education and others by providing a full-release mentor for interns as additional support.

AESD has allocated funds in the Local Control and Accountability Program (LCAP) for the operation of its Induction Program. The Department of Business Services will ensure adequate funding for facilities, resources, and qualified personnel. Surveys will be used and data analyzed to determine the resources needed for effective implementation of the AESD Induction Program. The Induction Advisory Council will address on-going program/resource needs at its quarterly meeting. In addition AESD school sites will budget for candidates to have three days of release time for professional development purposes. This includes the opportunity to observe veteran teachers as well as to work more closely with a mentor.

AESD will fund the following to ensure the effective implementation of the Induction Program:

- Salaries of Induction Director, Coordinator, and Mentors;
- Professional Development/ training for mentors;
- Clerical personnel;
- Facilities, materials, and professional books;
- Instructional technology; and
- Substitutes necessary for release days.

AESD is committed to hiring and retaining faculty members who represent and support diversity and excellence. Representatives of the Human Resources Department, current mentors, and site administrators attend teacher recruitment fairs throughout the Central Valley in order to recruit teachers who are representative of the community. Only qualified persons will be assigned to teach courses, provide professional development, and supervise field-based and clinical experiences as part of the induction team. Current AESD employees

will provide professional development and supervise field-based and clinical experiences. All of these employees will be P-12 teachers and/or administrators.

As part of the selection/interview process only those qualified in the following areas will be assigned to these roles and will possess the following qualifications.

- a) They will be knowledgeable of current content knowledge. They will participate along with other district personnel in any content-based professional development offered either by district personnel or other entities (e.g. county offices of education).
- b) They will be experienced P-12 educators who have knowledge of and will have demonstrated application of adopted content standards, frameworks and accountability systems in their own classrooms and in leadership roles (e.g. grade level collaboration). They will attend professional development sessions provided by the district and other entities to expand this expertise as needed.
- c) They will demonstrate commitment to both accepting and valuing the diversity of society as evidenced in California classrooms. This will include diverse abilities, culture, language, ethnicity, and gender orientation. They will attend professional development provided by the district and other entities to expand this expertise as needed. They will demonstrate a willingness to help candidates recognize and value diversity as well.
- d) Those selected for these positions will have been recognized as teachers and/or administrators who exemplify effective professional practices in teaching, learning, scholarship and service.

Additional professional development, which may be required of all employees or candidates as part of their ILPs may be provided by outside providers by contract with the Educational Services Department. Examples of past and current providers include: WestEd, Charlotte Knox, and Wonders.

At the end of Year 2 (or Year 1 for the ECO candidate), the coordinator will review records and prepare recommendations. The official recommendation to the CTC for a candidate's credential will be made by the Program Director in partnership with the Human Resources Department, both of whom will have attended the CTC trainings on the credentialing process.

Common Standard 2 - Candidate Recruitment and Support Preparation

Aligned

AESD's New Teacher Induction program will enroll all teachers employed by AESD who hold either multiple subject, single subject or education specialist preliminary credentials. The AESD Induction Program Coordinator will communicate regularly with the Assistant Superintendent of Human Resources regarding new hires using a master list of all newly hired teachers and their credential status to identify induction candidates.

Additionally, at the conclusion of each school year, current employees whose credential status may be changing (i.e. interns at various levels) will be contacted to determine if they will be eligible for the induction program the following school year.

At the beginning of each school year, an email is also sent to all teachers in the district, describing the induction program and alerting anyone who is eligible, who may not have already enrolled, to contact the Program Coordinator. When the list of eligible teachers is complete, the Program Director and Coordinator will work together to assign each candidate to the appropriate mentor based upon grade level or subject level or school site.

In order to recruit qualified teachers who represent the diverse backgrounds of its students AESD's Human Resources staff regularly analyze the district's teacher demographics and makes efforts toward the recruitment of a diverse teaching pool that reflects AESD's student demographics. These efforts include and will continue to include the following:

1. The district will post all open teaching positions on Edjoin to recruit candidates from both inside and outside of the local area.
2. The Human Resources Department will recruit teachers from local universities such as CSU Stanislaus, CSU Fresno, Fresno Pacific University, and UC Merced.
3. Representatives of the Human Resources Department will attend recruitment fairs at universities and county offices of education in and around the local area. They will attend recruitment fairs outside the local area when there are openings for teachers with hard to staff credentials.

The AESD Induction Program will provide information regarding program requirements on its website, in the candidate handbook, at an orientation meeting, and during weekly one-on-one meetings with mentors. The mentors will serve as the initial source of support for candidates, and the Program Coordinator will meet with them in person on a monthly basis to advise them of program requirements. Candidates will also be encouraged to contact the Program Coordinator or Director for additional support and guidance in attaining program requirements.

An AESD candidate's progress toward reaching ILP goals will be evidenced by weekly mentoring logs, completion of classroom observations and completion of AESD provided professional development or outside professional development as indicated by ILP goals. If the Induction Program Coordinator and/or mentors determine, based on evidence that a candidate needs additional assistance, the Coordinator and mentor will meet with the candidate and determine the appropriate type of support. The support will vary based upon the candidate's needs. Additional support may include release time for the candidate to access need-based training or assigning a different mentor if appropriate. If a candidate needs additional time beyond two years to complete program requirements, a candidate must submit a written request to extend the induction program and provide a description of the extenuating circumstances to the Coordinator and Director of the program.

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

Aligned

AESD's teacher induction design will be based on the candidate-mentor relationship, growth in the CSTP and the candidate's goals and investigations as outlined in the ILP. It will also include several opportunities during each of the two years for candidates to reflect on their professional practice and identify their growth in the CSTP. They will set professional goals

and conduct professional investigations as part of the ILP process. Professional development sessions will be developed based upon candidates' ILP needs and will focus on modeling effective instructional practices and opportunities for candidates to collaborate with one another. The District also provides professional development for all teachers regarding district instructional initiatives. Candidates will be provided multiple sources of job-embedded and collegial support through interaction with site administrators, district leaders and mentors.

AESD induction candidates will be observed weekly by their mentors and will use those opportunities to reflect on their instruction and its impact on students. These mentoring interactions will be documented in an electronic log which may be referred to as they set and refine their ILP goals. AESD mentors will have extensive classroom experience and grade level and content-area expertise and will be able to guide candidates in developing and demonstrating the knowledge and skills needed to educate and support P-12 students in meeting state-adopted content standards. At the conclusion of Year 2, candidates will formally demonstrate their growth in the CSTP through exit activities conducted with their mentor and the program coordinator.

A candidate will revisit his/her ILP in meetings with the mentors a minimum of three times per year. Additionally, the program coordinator will review the ILP mid-year and feedback will be shared with the mentor who will also share it with the candidate.

Site-based supervision will be provided by full-release mentors who have undergone a rigorous selection and interview process. Mentors will be teachers on special assignment who hold a Clear California Teaching Credential and have a minimum of five years of successful TK-8 teaching experience. At least one mentor will hold an Education Specialist credential and have provided at least two years of education specialist service.

Mentors will be trained in conducting coaching conversations, helping candidates assess themselves on the Continuum of Teaching Practice and on setting goals based on the assessment. All mentors will meet at monthly forums where they will be taught and have opportunities to practice how to conduct coaching conversations, how to conduct observations, and how to give actionable feedback. Mentors will also have the opportunity to participate in outside professional development on an annual basis and as the need arises. Such opportunities will include technology conferences, coaching conferences, and state-wide induction events. Mentors will be evaluated by the Program Director and candidates will be surveyed at the end of the first semester and at the end of Years 1 and 2 regarding mentor effectiveness. The Program Coordinator will also provide one-on-one in-person feedback to the mentors twice each year.

AESD's induction program will be aligned with the district's board-adopted academic standards. These standards reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship. As indicated in AESD Board Policy, 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.

All schools in AESD serve the complete range of learners found in California’s classrooms; therefore, candidates will have the opportunity to work with these students. AESD students have a variety of socio-cultural, racial, religious, ethnic, linguistic and economic backgrounds. They differ in learning abilities, gender and gender identity, family structure, sexual orientation and other aspects that may affect teaching and learning. One of the goals of the AESD New Teaching Induction Program is to strengthen its candidates’ understanding of students, their families, and the community in which they serve.

Common Standard 4 - Continuous Improvement

Aligned

The AESD New Teacher Induction program will conduct formal mid-year and year-end surveys annually to assess the program’s effectiveness and the support candidates are receiving to make modifications mid-year if necessary. Candidates will have the opportunity to provide informal feedback in their weekly meetings with their mentors. Mentors will also have regular opportunities to provide informal feedback at monthly mentor forums. The program coordinator will also visit school sites on a regular basis to observe both candidates and mentors to gather informal feedback on appropriate support strategies and to support mentor and teacher development.

The AESD induction program will include questions regarding the effectiveness of unit operations in its formal mid-year and year-end surveys of all candidates, site administrators, and mentors. Program completers will also be surveyed and tracked to determine teacher retention information. This data will be used to improve both the program and the services it provides. The Program Director will also provide this data to the Advisory Council and present it annually to the Superintendent and the Board of Education.

The AESD induction program will only serve employees of the district. The annual year-end site administrator survey will contain questions related to the quality of teacher preparation. Program completers will be surveyed every other year in rotation to determine how well they feel that the program prepared them. The Program Coordinator will analyze and summarize this data for the Advisory board on an annual basis so that the Board may make recommendations for the program as indicated.

Common Standard 5 - Program Impact

Aligned

The AESD New Teacher Induction Program has stated that it is committed to developing new teacher candidates into highly effective, reflective practitioners who have significant impact upon the learning of AESD students. Mentors and candidates will meet on a regular basis and through observations and reflective feedback will determine areas of strength and areas of concern and create a plan of next steps within the classroom. ILPs will detail individual professional development needs. Candidates will use a continuum of teaching practice to reflect upon their development in the CSTPs at mid-year and year-end during both years of

the program and will revise their ILPs based on that assessment. Site administrators will have the opportunity to identify site priorities and initiatives as a part of ILP planning. This will allow for a greater connection between the ILP and the school site and will lead to greater impact on the school site itself. Candidates will provide feedback through surveys administered mid-year and year-end. Additionally, during exit activities at the conclusion of the program, candidates will be asked to identify evidence of their positive impact on student learning and the connection to the induction program.

Staff Recommendation

The Board of Institutional Review has found AESD's 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. Provisional Approval would allow Atwater Elementary School District's proposed induction program to be reviewed by the Committee on Accreditation for potential approval.

If the Commission grants Provisional Approval to Atwater Unified School District, staff recommends that the Provisional Approval period be three 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 Atwater Elementary School District.