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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for San Benito County Office of Education

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, San Benito County Office of Education’s responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval by the Commission.

Recommended Action: That the Commission grant Provisional Approval to San Benito County Office of Education and set the Provisional Approval period to be three years.

Presenter: Hart Boyd, 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 San Benito County Office of Education

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, the San Benito County Office of Education's (SBCOE) responses to relevant Preconditions and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). Preconditions have been reviewed by staff and have been determined to be met. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been determined to be aligned. If granted Provisional Approval, the next step in the process would be the review of SBCOE's response to the Program Standards by a BIR team. When these reviewers determine that the Program Standards are aligned, the proposed program will be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program for the provisional period of time as specified by the Commission.

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 satisfactorily complete five stages to be approved as a program sponsor.

At the December 2015 Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. The submission of Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. As a reminder, Provisional Approval permits the institution to offer an educator preparation program *once* the program standards are found to be aligned by a BIR team and the proposed program is subsequently approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

SBCOE is seeking approval of Stage III as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-3 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

San Benito County Office of Education

SBCOE has completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [January 2020](#) meeting. This action allowed SBCOE to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item below. Currently, SBCOE seeks Provisional Approval from the Commission. The SBCOE application states that the institution intends to offer a Teacher Induction program and will next seek COA approval in Stage IV.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission's process for IIA, SBCOE submitted its responses to the Initial Program Preconditions, Teacher Induction 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.

A summary of SBCOE's responses to the Initial Program Preconditions and the Teacher Induction Preconditions can be found below. SBCOE's complete [Initial Program Preconditions](#) and [Teacher Induction Preconditions](#) responses are available on their website. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in *Stage II: Eligibility Requirements*.

Additionally, a summary of SBCOE's responses to the Common Standards is included in this agenda item, and the complete Common Standards document is available at [SBCOE's Common Standards responses](#).

It is an important reminder that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the program the institution proposes to offer, detailed program information will be provided in the institution's responses to the Program Standards in Stage IV of the IIA process. The responses to the Program Standards will be reviewed by a team of qualified individuals to determine alignment to the Commission-approved Program Standards. Once reviewers have determined that the responses are aligned to the Program Standards, an agenda item will be brought to the COA for approval or denial of the proposed program.

Initial Program Preconditions

(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.

Meets Precondition: Yes

How SBCOE Meets the Precondition:

SBCOE's submission states that there are no Teacher Induction programs available to candidates within San Benito County. As a result, candidates and the districts must seek induction outside of the county. Districts currently contract with Monterey County Office of Education or the New Teacher Project in Santa Cruz for teacher induction, which requires new teachers and program advisors to have to travel significant distances to meet program requirements. For this reason, superintendents in San Benito have asked SBCOE to propose a local Teacher Induction program to mitigate the distances teachers must travel. Furthermore, this would encourage teachers to stay within the county upon program completion and would increase collaboration between teachers at different schools and districts within the county.

SBCOE estimated that there are approximately 45 to 50 new teachers within the county's 11 districts who would likely participate in SBCOE's proposed program due to local demand for teacher induction. SBCOE's submission provides several signed assurances from districts within the county detailing their commitment to participate in the proposed program.

(2) Practitioner's 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.

Meets Precondition: Yes

How SBCOE Meets the Precondition:

SBCOE established a team consisting of the SBCOE Education Services and Human Resources administrators, the SBCOE Special Education Director, the SBCOE Human Resource manager/credential analyst, and an induction program advisor from one of the largest districts in the county to develop the proposed program's mission, vision, and philosophy. Additionally, the Deputy Superintendent, Assistant Superintendent of Educational Services, Director of Human Resources, Coordinator of Instructional Support, and the program advisor met regularly

to design the program and ensure that the curriculum and activities will reflect the mission, vision, and philosophy of the proposed program.

SBCOE has established an advisory board that will meet three times a year and consist of the following members:

- SBCOE Assistant Superintendent of Educational Services
- SBCOE Induction Coordinator
- SBCOE Director of Human Resources
- Representatives from partnering school districts
- Program advisors, induction coaches, and teachers will also join upon the program receiving Provisional Approval

Responsibilities of the advisory board will consist of the following:

- Analyze program data, policies, and processes
- Review curriculum
- Recommend program revisions
- Review the budget

SBCOE notes that all members of the advisory board will have knowledge about state-adopted academic standards, induction, professional development, and teacher preparation.

Teacher Induction Program Preconditions

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.

Meets Precondition: Yes

How SBCOE Meets the Precondition:

SBCOE notes that its proposed Teacher Induction program will be a two-year, job-embedded system of mentoring, support, and professional learning that will begin in the first year of teaching. Through memorandums of understanding with participating districts, SBCOE ensures that all enrolled candidates will be provided with a part-time mentor that will provide just-in-time and long-term support. Mentors will meet with candidates for a minimum of one hour a week to provide continuous support. Candidates will develop an Individualized Learning Plan (ILP) in conjunction with their mentor and the program will address individual needs based upon this. SBCOE will also offer professional development learning opportunities that will be tailored to the specific goals laid out in the candidate's ILP.

Precondition 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.

Meets Precondition: Yes

How SBCOE Meets the Precondition:

As described in the SBCOE Teacher Induction Handbook, participating districts will have program advisors match candidates with mentors based upon content area and/or grade-level within the first 30 days of the program. Mentors will attend five coaching seminars prior to being assigned a teacher induction candidate. SBCOE has developed a data table which will be implemented upon Provisional Approval which details candidate enrollment data, date of the mentor match, and the credential(s) held by candidate and mentor in order to ensure the timeliness and appropriateness of the match.

Precondition 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.

Meets Precondition: Yes

How SBCOE Meets the Precondition:

As evidenced in the SBCOE Teacher Induction Handbook, SBCOE will ensure that each candidate receives an average of not less than one hour per week of individualized support/mentoring. Additionally, each candidate will sign a Participating Teacher Agreement which includes the above information. To ensure that candidates are receiving this support, both candidates and mentors will be required to log their interactions in the Collaborative Log weekly, and these will be reviewed by program advisors and the induction coordinator twice each year.

Precondition 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 teacher's enrollment in the program.

Meets Precondition: Yes

How SBCOE Meets the Precondition:

SBCOE states that the proposed program will ensure that candidates develop goals within the context of the ILP within the first 60 days of enrollment in the program. As part of the memorandum of understanding (MOU) with the participating school districts, the districts will ensure that an ILP will be developed collaboratively between the candidate, mentor, and site administrator within 60 days of enrollment. Additionally, mentors will review a candidate's preliminary program transition plan and will participate in two seminars within these 60 days to discuss strategies for guiding candidates through the goal-setting process.

Precondition 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.

Meets Precondition: Yes

How Institution Meets the Precondition:

SBCOE has provided an assurance, signed by the Deputy Superintendent, stating that the ILP will be designed, implemented, and reviewed solely for the purpose of professional growth and development of the candidate and will not be used for evaluation for employment purposes. Additionally, as part of each participating district's signed MOU, the district must assure that the design and implementation of the ILP will be solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

Precondition 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.

Meets Precondition: Yes

How Institution Meets the Precondition:

SBCOE's proposed program will offer an Early Completion Option (ECO) for experienced and exceptional candidates who meet the program's established criteria. The program's criteria for experienced and exceptional candidates is as follows:

- Three years of teaching experience as the teacher of record
- Completion and submission of the ECO Application and ECO Candidate Letter of Commitment
- Three positive teacher performance evaluations based on the California Standards for the Teaching Profession (CSTP)
- Written recommendation from a current administrator in the district
- Approval of the SBCOE induction coordinator

Prospective candidates in SBCOE's proposed program will be advised of the ECO during orientation and information on the ECO will be available in the SBCOE Teacher Induction Handbook and on the induction website.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR-trained reviewers, to be aligned. Beneath each Common Standard is information and excerpts from SBCOE Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

SBCOE notes that supporting all students is a priority and is reflected in their mission which is to “Advance student learning by providing an interactive induction program that supports and retains new teachers as they grow in their professional practice and transform into lifelong, reflective practitioners.”

SBCOE’s research-based vision is informed by the New Teacher Center’s work on effective collaboration and best practices for supporting new teachers, the U.S. Department of Education’s work regarding best practices for effective, high-quality induction mentorship that leads to positive teacher retention, and Chris Sun’s study concerning the most effective ways to establish induction systems that support new teachers. SBCOE’s proposed program is built upon four principles informed by this research:

- Strong induction mentorship
- Regularly scheduled collaboration time
- Professional learning opportunities based on research-based strategies
- Timely and specific feedback

SBCOE details the ways in which strong mentorship will be the most critical component of new teacher support. Candidates will be appropriately matched with a mentor and will work with the mentor throughout the year to develop the skills that will be critical to the success of all students.

SBCOE states that district superintendents asked SBCOE to develop a local Teacher Induction program so teachers within the district would not have to travel to enroll in an induction program, local resources could be maximized, and teachers could establish relationships and collaborate with other teachers. Because of this local demand, SBCOE formed the Initial Accreditation Team consisting of Educational Services and Human Resources staff, a district induction program advisor, and a former special education director with extensive experience in supporting new teachers. Additionally, SBCOE states that it involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for its proposed program by using the following structures and strategies:

- Advisory Board comprised of the Assistant Superintendent of Educational Services, induction coordinator, a Human Resource Director, program advisors, representatives from each participating school district, mentors, and candidates
- Orientation meeting with site leaders
- Mid-year and end-of-year surveys (candidates, mentors, program advisors, and site administrators)
- Bi-monthly program advisor meetings

- Induction coach meetings

SBCOE notes that faculty and instructional personnel are either current or retired practitioners from one of the eleven school districts in San Benito County. These individuals work with local institutions of higher education, including California Polytechnic State University, San Luis Obispo; San Jose State University; California State University, Monterey Bay; and National University to recruit teachers and place student teachers in county schools. Additionally, SBCOE faculty and instructional personnel regularly collaborate with various stakeholders including K-12 educators, site and district administrators, university professors, and members of the local community to examine programs offered at the county and make modifications to them as needed.

SBCOE's induction coordinator will oversee the day-to-day operations of the proposed program and will serve as the liaison between the California Department of Education (CDE), the Commission, and participating districts to ensure that the proposed program is meeting all requirements. Additionally, the coordinator's responsibilities will include, but are not limited to, the following:

- Communicating relevant information to program advisors
- Meeting with site administrators of participating districts to review MOU responsibilities
- Ensuring candidates have met program eligibility
- Coordinating and providing training to program advisors
- Building program curriculum for online platform and mentor training
- Providing verification of program completion for candidates for credentialing purposes
- Completing accreditation reports

SBCOE notes that the induction coordinator will oversee the work of each program advisor as it relates to the proposed program, and mentors will report directly to their respective program advisor.

SBCOE notes that curriculum and professional development resources will be coordinated by the induction coordinator in partnership with the program advisors from the participating districts. Candidates and mentors may take part in professional development opportunities depending on specific need and ILP goals.

Field-based supervision in SBCOE's proposed program will be provided by mentors and monitored by program advisors at the participating districts. Mentors will complete three informal observations of the candidate throughout the year and engage in reflective conversations after the observations. Candidate clinical experiences will consist of classroom observations and daily classroom experiences that are monitored by the program advisor, via electronic logs. Candidates will receive a minimum of one hour a week of mentoring that emphasizes meeting the needs of the candidate. Mentors will provide both just-in-time and long-term support to candidates.

SBCOE's induction coordinator will be supported by several positions and departments within the SBCOE organization, including the following:

- Assistant Superintendent of Educational Services
- Director, Curriculum and Instruction and Equity and Access
- Educational Services, English Learner, Special Education, and Business Services Departments
- Director of Human Resources
- Program Assistant
- Credentials Analyst/Human Resource Manager

SBCOE will implement strategies to purposefully recruit and retain faculty who support diversity and excellence, including, but not limited to, the following:

- Recruit teacher applicants out of institutions of higher education
- Human Resource representatives will attend recruitment fairs at institutions of higher education with preparation programs matching SBCOE staffing needs
- Human Resources will utilize social media platforms for recruitment

Additionally, SBCOE's professional development efforts will support diversity and excellence, including encouraging staff and faculty to participate in the following areas:

- English Language Learner Strategies
- Trauma-Informed Practices
- Universal Design for Learning
- Social Emotional Learning
- Restorative Practices

SBCOE will also provide professional development opportunities specific to the Induction program for program participants that emphasizes and utilizes a knowledge of diversity. SBCOE notes that all staff take part in a thorough hiring process which includes:

- Meeting all job description requirements
- Taking part in, at minimum, one panel interview to determine candidate knowledge and competence, including the following:
 - Understanding of P-12 content standards, frameworks, and accountability systems
 - Knowledge and understanding of equity and diversity
 - Experience demonstrating effective strategies for teaching and learning

SBCOE notes that even though participating school districts will hire their own program advisors, SBCOE will provide sample interview questions to ensure that highly qualified field-based experiences will be provided by program advisors.

SBCOE will use mid-year and end-of-the year checklists that are reviewed by both mentors and program advisors, and the program advisor will recommend whether a candidate moves forward in the program. Feedback will be given by the program to the induction coordinator

throughout this process, and at the end of this process, the induction coordinator will provide the candidate with a Letter of Completion. Candidates will then take copies of the checklists and the Letter of Completion to the credentials analyst/HR manager who will then make a recommendation to the Commission.

Common Standard 2 – Candidate Recruitment and Support Preparation

SBCOE notes that each participating district is responsible for identifying eligible participants based on clear criteria established by the proposed program and is described in the SBCOE Teacher Induction Handbook and MOU. Eligible candidates must possess a preliminary teaching credential and be in teaching assignments that afford the opportunity for fieldwork. Districts will identify prospective candidates who have a preliminary credential or have completed an intern program and provide them information about the proposed program. An application will be submitted to the district program advisor who will verify the candidate's information. The program advisor will then submit a referral form to SBCOE, and the induction coordinator will verify whether the candidate meets the program admission requirements and, if so, will contact the program advisor to begin to identify an appropriate mentor for the candidate.

SBCOE is an equal opportunity employer and will post all open teaching positions to a variety of platforms. SBCOE will analyze its teacher demographics and recruit prospective applicants from teacher preparation programs which offer credentials in content areas for which there are openings and whose demographics reflect backgrounds that are underrepresented in current staffing.

SBCOE notes that the admission and advisement of prospective candidates will begin when the induction coordinator contacts newly hired, credentialed teachers in need of induction in one of the partnering districts. Outreach to candidates will be done jointly by the induction coordinator and the partnering districts. The proposed program will provide support, advice, and assistance through weekly Induction Coaching of Participating Teachers, communication with site leaders, and continuing professional development, to promote the candidate retention in the profession.

SBCOE will provide program information through its website, SBCOE Teacher Induction Handbook, and orientation to guide candidates' attainment of program requirements. The induction coordinator will work with program advisors to assign a candidate with an appropriate mentor. Mentors will meet weekly with candidates and serve as the candidate's initial point of support regarding questions and guidance. Candidates will also have access to their program advisor and, if necessary, the induction coordinator for additional support and guidance relating to attainment of program requirements.

SBCOE's induction coordinator and program advisors will regularly monitor and utilize evidence of a candidate's progression towards reaching ILP goals. This evidence will be comprised of weekly collaborative logs, completion of classroom observations, attendance data, written reflections, and participation in pre-approved professional development. Information will be

summarized twice in the mid-year and end-of-year checklists. If program advisors or the induction coordinator determine that a candidate needs additional assistance to meet program requirements, the program advisor and/or coordinator will meet with the candidate and determine what specific support is needed. Records of this meeting will be kept the candidate's program records and all parties will be expected to fulfill their respective roles in carrying out the support plan as well as maintain regular communication regarding the candidate's progress.

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

SBCOE's proposed program will provide a course of study appropriate for its Year 1, Year 2, and ECO candidates that aligns to the Induction Program Standards. The proposed program's design will include several opportunities for candidates to reflect on their professional practice through lesson plan reflections and self-ratings on the CSTP to both highlight growth and refine their ILPs to better align with their professional development. Candidates will be encouraged to collaborate with other teachers within and outside their district. Additionally, candidates will meet weekly with their mentors. SBCOE will provide professional learning opportunities to candidates in order to ensure candidates understand the diverse needs of California students. Additional professional learning opportunities will be offered and will be discussed between the candidate and mentor and written into the candidate's ILP if it is determined that there is a need.

SBCOE notes that clinical experiences will come from the work candidates do with students in their classrooms, and these experiences will be reflected upon through weekly interactions with their mentor. To address issues of diversity that affect school climate, candidates will complete a Class Profile Form to help the candidate understand who their students are and what specific needs they may have.

SBCOE will establish a Collaborative Log to document Induction Coaching Interactions. This will be monitored by the program advisor and interactions will be archived so candidates may refer to them if they would like to refine their ILP goals.

SBCOE notes that mentors with experience and content-area expertise will assist candidates in developing and demonstrating the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. This will come from direct interactions between candidate and mentor and through other sources.

SBCOE emphasizes that the proposed program will be based upon the candidate and mentor relationship and the ongoing work and activities outlined in the ILP. The candidate and mentor will consult the candidate's preliminary program transition plan to identify areas of strength and weakness and may be used to inform the development of the ILP.

SBCOE notes that professional learning opportunities offered by SBCOE and/or the participating district will be designed to directly link to field experiences occurring in the candidate's classroom. Candidates will have several opportunities to demonstrate the competencies

required of the credential through mentor observations and the work they complete through the program's curriculum.

SBCOE states that the teaching assignments of candidates enrolled in the program will provide direct experience with students of diverse backgrounds and ability levels. SBCOE and participating districts will provide professional development opportunities that consist of research-based strategies for improving teaching and student learning for a wide variety of students, including:

- English Learners
- Students with disabilities
- Foster youth
- Homeless students
- Students from various ethnicities and socioeconomic backgrounds

As SBCOE candidates progress through the program, they will take part in and reflect upon activities (e.g., community circles, positive behavior interventions, student-centered learning) that will provide information about equity and diversity in education.

SBCOE states that site-based supervision will be provided by mentors that are matched to candidates based on subject matter expertise and/or grade-level teaching experience. Program advisors at the participating districts will identify and assign mentors to candidates. Mentors must hold a clear teaching credential and have a minimum of three years of successful teaching experience. Additionally, partnering districts will look for evidence of outstanding teaching practice, strong intra and interpersonal skills, experience with adult learners, respect for peers, and current knowledge and use of research-based strategies.

SBCOE will provide training to mentors, beginning with a required orientation meeting that outlines mentor roles and expectations and to complete a coaching module. Mentors will attend additional coaching modules throughout the year, including topics on adult learning theory, facilitating guided reflection on practice, recording classroom observation evidence and giving feedback, and handling difficult Induction Coaching situations. Additionally, mentors will take part in regularly scheduled professional learning opportunities required for candidates.

Mentors will participate in mid-year and end-of-year surveys that will be used to assess the effectiveness of the program. Additionally, candidates will be asked to provide feedback on their mentors as part of the mid-year and end-of-year surveys. Additionally, program advisors will evaluate mentors using several metrics (e.g., attendance/participation in required meetings, candidate feedback, site administrator feedback, submission of collaborative logs, etc.). Any concerns that the program advisor identifies will be used to help guide the mentor to improve their practice in supporting the candidate.

SBCOE notes that at the annual Colloquium, mentors will be publicly recognized in front of all program participants, site and district leaders, school board members, and IHE representatives.

SBCOE candidates and mentors will contribute to a collaborative log for which fieldwork will serve as a primary basis. Program advisors will review and evaluate the contributions to the collaborative log and will provide feedback to both candidates and mentors as it pertains to fieldwork. The induction coordinator will meet with program advisors periodically to ensure that all program requirements are being met.

SBCOE notes that the proposed program will be available to teachers employed in one of the eleven districts within the county and that teachers will be assigned to their same group of students. SBCOE states that each district serves a diverse range of learners similar to those found in other California classrooms. Both SBCOE and all participating districts have board-approved academic and content standards that meet or exceed statewide content standards.

Common Standard 4 – Continuous Improvement

SBCOE's proposed program plans to assess its effectiveness through various means which will allow the program to make modifications and improvements. Assessments will include mid-year and year-end surveys to assess the program's effectiveness in relation to the course of study offered on Canvas, fieldwork and clinical practice, effectiveness of training for mentors and support for candidates. Additionally, mentors will be able to provide informal feedback on the Coaching Modules, and program advisors will regularly visit classrooms to observe candidates and to receive informal feedback regarding program support and the candidate-mentor experience. The induction coordinator will hold bi-monthly program advisor meetings to discuss the feedback received and to discuss any program modifications that should be made. These examples of feedback will be recorded as a data point and communicated with the advisory board and any affected stakeholders. Additionally, the induction coordinator will work with the Educational Services Department and participating districts to provide professional learning based on data from the SBCOE Professional Development Needs Assessment and Professional Development Evaluation Forms to prevent duplication of services.

SBCOE candidate artifacts, including reflections, lesson plans, observations, and self-assessments, will be collected in Canvas, and this will allow the induction coordinator and program advisors to analyze candidate growth on the CSTP as an aggregate group.

SBCOE candidates will use the Participating Teacher's Self-Rating on the California Standards for the Teaching Profession in the beginning, middle, and end of the school year and it will serve as the ILP self-assessment. Similarly, mentors will complete an Induction Coach Self-Rating on Mentor Standards three times a year to determine their current level of implementation. Both assessments will be used by the proposed program to determine areas of strength and areas for improvement.

SBCOE's induction coordinator will work with program advisors and HR directors from each participating district to follow program completers and determine retention information. Data collected through surveys and employment tracking will be analyzed and used to improve the program and its services.

SBCOE will conduct end-of-year surveys for site leaders who supervise program participants and completers. These surveys will solicit feedback about the quality of preparation provided by the proposed program, and modifications will be made to the program as necessary.

All gathered program data will be synthesized and shared with the advisory board who will also provide feedback and guidance to the program. Based on all levels of data, SBCOE's proposed program will make recommendations to and request guidance from the advisory board regarding the next steps for the program.

Common Standard 5 – Program Impact

SBCOE will assess candidates to verify that they meet the Commission-adopted competency requirements for the Clear credential recommendation. The following activities will comprise the candidate assessment system:

- Candidate self-assessment towards mastery of the CSTP with the Continuum of Teaching Practice
- SBCOE will verify candidate completion of program requirements through mid-year and end-of-year checklists. The program advisor will meet with the candidate and mentor to review both checklists
- SBCOE will verify candidate completion of program requirements through a review of observed and documented evidence. Evidence will be reviewed by the program advisor and audited by the induction coordinator. The induction coordinator will verify all requirements have been met and issue the candidate with a Letter of Completion that is then taken to the credential analyst for recommendation to the Commission

SBCOE will use multiple measures to demonstrate its positive impact on candidate learning, including:

- Candidates' demonstration of growth on the Continuum of Teaching Practice
- Candidates' demonstration of growth as documented on the ILP
- Evidence documented as candidates' complete modules in Canvas
- Program advisor, mentor and site leader feedback on mid-year and end-of-year surveys

The goal of SBCOE's proposed program is to advance student learning by providing an interactive Induction program that supports and retains new teachers as they grow in their professional practice and transform into life-long, reflective practitioners. SBCOE's program will focus on the candidate by providing them with strong mentorship that encourages multiple opportunities to reflect and use inquiry-based strategies to learn to effectively teach California's adopted standards and frameworks to students in grades K-12.

SBCOE candidates will use data from their own classes to assess their growth on the CSTP. Candidates will be asked to review the demographics of their classrooms, along with student progress on state assessments, to help determine the best strategies to utilize in the classroom. Additionally, candidates will be asked to identify evidence of their positive impact on student

learning and to identify evidence which indicates that further curriculum or professional development is needed. Furthermore, mentors will provide feedback from collaborative logs, observations, and evaluations that provides evidence of the candidate's impact on student learning.

Staff Recommendation

The Board of Institutional Review has found the Common Standard responses to be aligned and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to San Benito County Office of Education.

Granting Provisional Approval would allow the San Benito County Office of Education's proposed Teacher Induction program to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

In addition, because Teacher Induction programs are designed to be two years in length, staff recommends that if Provisional Approval is granted to San Benito County Office of Education by the Commission, the period of Provisional Approval be three years. After three years, an institution will have had an opportunity to have a cohort complete the program and to collect three years' worth of data that includes completers of the program. The report from the focused site visit will be brought to the Commission for consideration of Full Approval for SBCOE in Stage V.

Next Steps

Staff will take appropriate next steps based on the Commission's action.