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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Folsom Cordova Unified School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Folsom Cordova Unified School District'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 Folsom Cordova Unified School District 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 Folsom Cordova Unified School District

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, the Folsom Cordova Unified School District's (FCUSD) responses to relevant Preconditions and the Common Standards for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). The Preconditions have been reviewed by staff and have been determined to be met. The Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned. If granted Provisional Approval, the next step in the IIA process would be the review of the FCUSD's responses to the Teacher Induction 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 three-year provisional period 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 established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must 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 process requires the satisfactory completion of five approval stages. 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. 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 approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

Folsom Cordova Unified School District 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	Provisional 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 2-4 years and hosts a provisional 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 provisional 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

Folsom Cordova Unified School District

Folsom Cordova Unified School District (FCUSD) completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [August 2019](#) meeting. This action allowed FCUSD to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, FCUSD seeks Provisional Approval from the Commission. If approved, FCUSD will seek COA approval of their proposed Teacher Induction program.

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

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

Summaries of FCUSD's responses to Preconditions and the Common Standards are included in this agenda item. FCUSD's [complete Stage III submission](#) is available on their website.

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 BIR members to determine alignment. Once the review team has determined that the responses are aligned to the program standards, an item will be brought before the COA for consideration of approval of the proposed program.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How FCUSD Meets the Precondition:

In response to this precondition, FCUSD submitted statewide data showing the number of individuals serving on less than full credentials in both general and special education. The submission also includes a report from the FCUSD Human Resources Department noting that five teachers serving on less than full credentials were employed by FCUSD for the 2020-21 school year. FCUSD notes that the statewide data, including the most recent data listed on the California Educator Supply webpage, points to a demand for fully credentialed teachers as districts, including FCUSD, are finding that they must hire intern teachers, temporary teachers, and teachers serving on less than full credentials.

A district needs analysis has been provided noting that FCUSD has had an average of 55 participating teachers over the past six years in the program operated through its partnership with the Sacramento County Office of Education's Commission-approved Teacher Induction program. Based upon these participation rates, FCUSD projects that this level of participation will continue and steadily rise. Additionally, the district notes that 112 teaching vacancies were filled for the 2020-21 school year, and that this level of need will continue for the 2021-22 school year, with a minimum of 71 vacancies needing to be filled, further demonstrating the need for this program.

The service area for the district includes two different and distinct cities (Folsom and Rancho Cordova) and each presents a particular set of challenges for new teachers relating to diversity and socioeconomic issues. Due to these challenges, new teachers need specific training and tools to help remove roadblocks for students to successfully learn. FCUSD notes that its proposed induction program can provide meaningful professional development that will equip a new teacher with strategies and tools to encourage greater student learning and achievement. Additionally, FCUSD points to the recent past and future projections for growth in its service area as a need for bringing in new, fully credentialed teachers. Specifically, the submission provides evidence from the FCUSD Facilities Department that reports that there will be an increase of 6,000 housing units that will generate approximately 3,000 new students, which will require the district to prepare and plan to open multiple new schools. As evidence, FCUSD's Human Resources Department Director provided a letter affirming the district's need

for fully credentialed teachers, including multiple subject, single subject, and education specialist; the letter also attests to the current and projected growth of both the Folsom and Rancho Cordova communities as rationale for the need to hire many new teachers.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How FCUSD Meets the Precondition:

FCUSD has partnered with institutions of higher education to share authority and responsibility for the implementation and continuous improvement of the proposed Teacher Induction Program. As evidence, FCUSD provided a Teacher Preparation Program Memorandum of Understanding Report dated April 30, 2021, showing the institutions of higher education that partner and collaborate with them on the leadership/advisory team. The district also included tables for both its Teacher Induction leadership/advisory and design teams. The leadership/advisory and design teams work together to plan and execute the program. The teams are comprised of representatives from Brandman University, California State University, Sacramento, and National University; employers of credentialed teachers; district administration and human resources representatives; program directors; current and past mentors; current participating teachers; and program completers. The function of the leadership/advisory team is to create a communication bridge between teacher preparation programs and the induction program in order to facilitate a smooth transition from a pre-service program to a post-service program embedded in the new teacher's employment experience in the district. The function of the design team is to assess the ongoing evidence gathered throughout the year to plan and organize all aspects of the Teacher Induction program. The district provided meeting schedules for both the leadership/advisory and design teams and noted that the leadership/advisory team meeting schedule is specifically designed to coincide with the design team schedule to ensure the same information is shared between the two groups. The submission also includes meeting agendas for both the leadership/advisory and design teams and notes that the agendas are designed to aid the collaboration and integration of the proposed Teacher Induction program.

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 FCUSD Meets the Precondition:

FCUSD provided a draft Teacher Induction Handbook, showing that the proposed program will be two years in length, job-embedded, focused on mentoring and support, and will begin in the candidate's first year of teaching.

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 Institution Meets the Precondition:

FCUSD included a Mentor Match Policy in the draft of the program handbook stating that the program coordinator will identify and assign mentors to each participating teacher within 30 days of the participant's enrollment in the program, matching the mentor and candidate according to grade level and/or subject area, as appropriate to the candidate's employment. Additionally, the district provided tables, which were verified by Commission staff, for both Year 1 and Year 2 mentor/candidate matches through its partnership with Sacramento County Office of Education, showing the date of the candidate's enrollment, the date of the match with their mentor, the credentials/grade level, subject held for the most current year, and the site or department assignment. A blank table is included in the submission, and this will be completed by the program coordinator upon approval of the proposed program by the Committee on Accreditation.

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 FCUSD Meets the Precondition:

A Teacher Induction Program Brochure, stating that each program participant will receive an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor, has been provided. Furthermore, the submission includes a description and evidence of the process that the proposed program will use to track candidate support and monitor that meetings are taking place during the year, including a Weekly Conversation Log maintained by candidates and mentors that will be submitted to the program coordinator for review. Candidate support may take many forms, including but not limited to in-person meetings, phone conversations, electronic correspondence, or participating in and debriefing professional learning opportunities. Additionally, FCUSD notes that this requirement will be presented at the Teacher Induction Orientation meetings for candidates and mentors.

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 FCUSD Meets the Precondition:

The Teacher Induction Program Brochure states that the goals for each candidate must be developed within the context of the Individualized Learning Plan (ILP) within the first 60 days of the candidate's enrollment in the program. Site leaders will provide input for the ILP through the Triad Meeting, and candidates will submit their ILP to the program coordinator for evaluation based on the ILP Rubric, which has been provided as evidence in the submission.

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 FCUSD Meets the Precondition:

A signed statement of assurance by the unit head stating that the "The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes" has been provided.

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 FCUSD Meets the Precondition:

FCUSD included a draft program handbook that contains a section with information regarding the Early Completion Option (ECO). This section of the handbook defines the experienced and exceptional criteria for potential candidates for this option in the proposed program.

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 FCUSD's Common Standards submission. The [2015 Commission Adopted Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

The program design and structure of FCUSD's proposed program will be informed by the work of the New Teacher Center, Tina Boogren, Laura Lipton, Robert Marzano, Bruce Wellman, and Harry Wong. Additionally, the research-based vision for the program is "to provide new educators with a high-quality individualized, job-embedded system of mentoring, support, and professional learning, that is grounded in current research and effective practices, based on our strategic plan and currently identified professional development needs, and is integrated with ongoing timely support from experienced and knowledgeable mentor teachers."

The program will work with site administrators and institutions of higher education to ensure that new teachers are offered site-based support that provides the necessary connection to the greater community that is important for retaining newer teachers in the profession. It will involve faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the proposed Teacher Induction program using the following structures and strategies:

- Stakeholder meetings
 - Monthly leadership/advisory meetings
 - Monthly design team meetings
 - Mentor Forums
 - Biannual school site leader meetings
 - Biannual meetings with IHE partners
 - Quarterly meetings with instructors and professional development providers
- Stakeholder surveys
 - Mid- and end-of-year surveys
 - Candidates
 - Leadership/advisory and design teams
 - District personnel who provide professional development
- Data Collection

In order to continually improve the proposed program and meet the needs of candidates, mentors, and other stakeholders, data will be collected, analyzed, and decisions will be made and implemented based on that analysis. To further illustrate the data analysis, decision-making process, data-driven decisions and the monitoring of follow through, FCUSD has developed the following steps:

- Data collection
- Data analysis and management
- Data-driven decision making

- Implementation of changes
- Program monitoring

All faculty and instructional personnel in the proposed program will be current practitioners in FCUSD, which is a P-12 district. Additionally, the submission highlights its longtime partnership with two institutions of higher education, Brandman University and California State University, Sacramento, which place student teachers into FCUSD classrooms.

The district will sometimes contract with outside providers, who are members of the broader educational community, to provide professional development that is aligned with the district's strategic plan and current needs. FCUSD notes that it is and will be engaged in systems work around improving education, thus district and site administrators have been and will continue reading and implementing the strategies described in *School Leadership that Works* (Marzano, et al). Collaboration and reflection in networked communities will be also embedded in program operations district-wide.

FCUSD will provide the proposed Teacher Induction program with a full-time program coordinator who will, in turn, receive support for the admission of candidates from the Human Resources Coordinator of Certificated Personnel. Additionally, the Director of Human Resources, or designee, will advise candidates regarding credential matters.

Curriculum and professional development resources will be provided by the proposed program in partnership with FCUSD's Educational Services, English Learner, and Special Education Departments. FCUSD notes that, under the direction of the superintendent, unit leadership will be provided by the Director of Curriculum and Instruction, who will directly supervise the program coordinator. Additional institutional support will be provided via FCUSD's Fiscal Services Department, which will work in partnership with Human Resources, the Teacher Induction program, and Curriculum and Instruction, to allocate the necessary fiscal support from the General Fund as well as special funding sources available. Unless other funding sources are identified, FCUSD's proposed Teacher Induction program will be fully funded out of the district's General Fund.

Field-based supervision will be provided by induction program mentors and will be monitored by the program coordinator. Mentoring will be provided at minimum for one hour weekly and will emphasize meeting the most acute candidate needs prior to addressing other areas. Both "just-in time" as well as long-term support, in the form of resources necessary to support candidate growth on the ILP, will be provided or facilitated by the mentor. Clinical experiences will consist of the candidates' daily experiences in their classrooms and will be monitored by the program coordinator via electronic candidate logs, interactions at monthly candidate cohort meetings, and twice-yearly classroom observations.

FCUSD will implement the following strategies to recruit and retain faculty who represent and support diversity and excellence:

- Recruitment of teacher applicants out of institutions of higher education.

- Human Resource (HR) representatives will attend recruitment fairs at universities with teacher preparation programs that match FCUSD’s staffing needs.
- HR representatives will recruit at the California Association for Bilingual Education (CABE) conference.
- HR is developing recruitment tools to be used on social media platforms.
- Cultural proficiency will be ascertained via the candidate’s employment application and interview.
- Professional development modules will be created based on needs identified by annual professional learning needs survey.
- HR representatives will actively seek to recruit teacher candidates who represent and reflect the diverse population of FCUSD.
- School site administrators, the program coordinator, mentors, and other stakeholders will encourage FCUSD classified employees, who represent and reflect a diverse student population, to consider a career teaching in FCUSD.
- FCUSD has formed an Equity Task Force to provide professional development and sensitivity for all FCUSD teachers and employees. The task force includes students, staff, and community members to provide feedback and input on issues of equity.
- FCUSD has created a team of equity leaders who represent each school site and provide ongoing training in culturally responsive practices.

Additionally, the proposed program will use knowledge of diversity within the program to provide faculty development that is uniquely necessary for program participants. The support will be structured to meet the distinct needs of each mentoring cohort and will be provided, as appropriate, via settings such as the Introduction to Mentoring Seminar prior to the beginning of the school year, quarterly mentoring cohort meetings, or during FCUSD’s professional development week held annually in June immediately following the end of the school year.

The program coordinator will use a checklist to monitor candidates to ensure progress toward completion of all program requirements. Upon completion of a document review by a local panel of educators, the program coordinator, in partnership with FCUSD’s Coordinator of Certificated Personnel, will make credential recommendations to the Commission.

Common Standard 2 – Candidate Recruitment and Support Preparation

The proposed Teacher Induction program will enroll all teachers who are employed by the district, possess a preliminary teaching credential, and whose assignments will allow opportunity for fieldwork. FCUSD will have multiple measures in place to ensure proper identification and enrollment of eligible candidates. The program coordinator will use TalentEd, an online employee personnel records system, to identify potential candidates holding preliminary teaching credentials and will then contact the appropriate site administrator to begin the mentor identification process. Once identified, the program coordinator will send a confirmation email to the candidate, mentor, and site administrator. Additionally, FCUSD’s Human Resources Department will provide all newly hired teachers an induction form, which they are to complete if they need to complete induction; these forms will then be forwarded to the program coordinator. At the start of each school year, notices will be distributed to site

administrators and emails will be sent to all teachers in the district, describing the induction program and alerting anyone who is eligible and may not have already enrolled, to contact the program coordinator immediately.

The proposed program will regularly 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 district staffing. Additionally, the FCUSD Human Resources Department also recruits and will continue to recruit at the annual conference of the California Association of Bilingual Educators and at job fairs held by educator preparation programs in diverse markets such as San Diego, Los Angeles, and San Francisco.

Candidates will be provided with information regarding program requirements through the program website, candidate handbook, and the Introduction to Teacher Induction Seminar. The program coordinator, in partnership with site leaders, will assign a mentor to each candidate. The mentor will interact with the candidate on a weekly basis and will serve as the initial point of support for all candidate questions and guidance. Additionally, the candidate will have access to his or her site leader and, if needed, the program coordinator for additional support and guidance in attainment of the proposed program's requirements.

The program coordinator, in conjunction with the proposed program's mentors, will regularly monitor evidence of candidates' progress toward reaching ILP goals. Evidence will include completion of weekly mentoring logs, classroom observation protocols, FCUSD-provided content area professional development, as indicated by attendance data or candidate written reflections, and participation in pre-approved outside professional development, as demonstrated by candidate written reflections or documented sharing of newly acquired information with colleagues.

FCUSD states that if/when the program coordinator and/or mentor determine, based on evidence such as missing or incomplete mentoring logs, missing or incomplete classroom observation protocols, missing evidence of attendance at professional learning events, that a candidate is in need of additional assistance to meet competencies, the program coordinator and/or mentor will meet with the candidate to determine what type of support is needed; the support will be case-specific. The date of and reason for the meeting, description of next steps, and timeline for completion will be documented and maintained in the candidate's program records. All parties will be expected to fulfill their respective roles in carrying out the support plan as well as to maintain regular communication regarding the candidate's progress in the program, with the program coordinator having ultimate responsibility for monitoring the candidate. In cases when it becomes clear that the candidate will require additional time beyond two years to complete program requirements, the candidate may submit a formal request to extend the induction program.

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

The proposed program will be offered to both full-time and part-time teachers employed by FCUSD for the entire school year – part-time candidates must have access to the same group of

students regularly as well as responsibility for lesson planning, assessment, and student caseload. Candidates enrolled in the program will be serving in FCUSD's P-12 classrooms, and candidates' teaching assignments will provide direct experience with students of diverse backgrounds and ability levels. Additionally, candidates will participate in weekly Professional Learning Communities (PLCs) whose task it will be to discuss evidence of student learning and to develop strategies for helping all learners improve. FCUSD has adopted the PLC model for professional growth and development of all school personnel. The proposed program will incorporate the PLC model to align with the district. There will be a variety of PLC groups which will be established to support the candidate and mentor. The content and guidance for these groups will be developed by the leadership/advisory team, the design team, mentor forums, new teacher surveys/feedback, the spring planning team, and stakeholder input and discussion. The following PLC groups will actively provide support for the candidates:

- Weekly conversations with mentor
- Monthly district meetings for all new candidates and mentors
- Quarterly mentor meetings
- New mentor training series

Professional development will be provided by the district's Educational Services, English Learner, and Special Education Departments and will consist of research-based strategies for improving teaching and student learning.

Mentors must hold a clear credential and must have a minimum of three years of successful teaching experience, provide a letter of recommendation from a site administrator, complete and application, and provide a one page "Why" statement. Mentors must also have similar credentials and context for teaching as the candidates whom they will supervise – education specialist mentors will be matched with candidates who hold the same credential. Additionally, the submission notes that retired teachers may occasionally be recruited as mentors because retirees will have flexible schedules and can accommodate teachers at a variety of school sites, if needed.

Site administrators with induction candidates will be contacted by the proposed program and provided with guidelines for identifying mentors who exhibit several of the following qualities:

- Evidence of outstanding teaching practice
- Strong intrapersonal and interpersonal skills
- Experience with adult learners
- Respect for peers
- Current knowledge of professional development

An interview committee will also look at leadership qualities for prospective mentors, including those who have been lead teachers, division leaders, program managers, PLC guiding coalition teachers, academic coaches, or hold a National Board Certificate.

Mentor training will be provided by the program via a required "Introduction to Mentoring" seminar, as well as regularly scheduled professional development provided at quarterly mentor

forums/PLC meetings. Topics being covered at the mentor seminar will include topics such as adult learning theory, facilitating guided reflection on practice, recording classroom observation evidence, and giving feedback, as well as handling difficult mentoring situations. At both the seminar and quarterly meetings, mentors will practice these strategies and work with one another to calibrate the feedback they intend to provide to candidates.

The program coordinator will be responsible for monitoring the mentors and providing them with feedback on an annual basis. The coordinator will track and review the attendance of all mentors at mentor retreats, mentor forums, new mentor training, district meetings, and weekly conversations with their candidates. The program coordinator will also meet with each mentor mid-year to check in and monitor progress. The mentor will share their journey with the program coordinator at the end of the school year. This practice will provide the opportunity for mentors to continue to be reflective practitioners, modeling the same for their candidate. Feedback from the candidate will be read and recorded by the program coordinator. A summary will be provided to each mentor annually. Informal and formative feedback will be provided to mentors during the school year as required. Any concerns about mentor support that may arise throughout the school year will be addressed by the program coordinator, with the goal of guiding the mentor to improve their practice in support of their candidate. If the concern becomes unresolvable, a replacement mentor will be sought in consultation with the site administrator.

All candidates and mentors will be required to maintain a log of the support provided by the mentor, which must be a minimum of one hour per week. Candidate fieldwork will be the basis for this log, as well as for work done in professional development provided directly by the induction program or FCUSD's Educational Services and Special Education Departments. The program coordinator will use a rubric to review and evaluate the logs and evidence of completion of professional development and will provide feedback to both the candidate and mentor.

At the end-of-the-year celebration, mentors will be publicly recognized in front of all program participants, site and district leaders, school board members, and higher education representatives, via the presentation of certificates in recognition of their work. Additionally, mentor names will be published in the Teacher Induction program newsletter which reaches a wide audience of stakeholders.

Common Standard 4 – Continuous Improvement

The proposed program intends to include questions regarding the effectiveness of unit operations in its formal mid-year and year-end surveys for all candidates and mentors. Program completers will also be tracked to determine teacher retention information. The data collected through surveys and employment tracking will be analyzed and used to make program modifications. A quarterly program newsletter will share data and the resulting program modifications stemming from the analysis of the data.

FCUSD notes that the proposed program will initially serve only employees of the district. To determine the extent to which candidates are prepared to enter professional practice, the

program intends to track the employment of its completers. This will be ascertained via internal verification of employment or via email surveys in the case of completers who gain employment in another district. In the event that FCUSD extends its proposed program to serve employees of other districts, verification of employment will be made with human resources departments of partner districts. Email surveys will be sent to completers who are no longer employed by a partner district. Additionally, stakeholders such as employers and community partners will be expected to serve as part of the FCUSD Teacher Induction Program Advisory Board to provide feedback and guidance through participation in meetings and/or responding to emailed requests for information or guidance. Furthermore, the program will conduct mid-year and year-end surveys of site leaders who supervise program participants and completers, and feedback about the quality of the preparation provided by the proposed program will be implemented immediately or when planning for the following school year.

In order to meet the needs of candidates, mentors, and program stakeholders, FCUSD notes that it will collect, analyze, and use data to make program improvements using the following steps:

- Data collection
 - Surveys will be deployed to program stakeholders periodically throughout the year.
- Data analysis and management
 - To analyze and manage the data collected, the program coordinator, leadership/advisory team, design team, and other stakeholders will attend periodic meetings for review.
 - Monthly district meeting, new mentor training and mentor forum, site administrator, mentor, and candidate survey responses will be read and discussed by the program coordinator and design team at the monthly planning meetings.
 - The program will hold an annual planning day each spring to reflect on the present and past but also to plan for the future.
- Data-driven decision making
 - Using data from the various stakeholders, recommendations from the various groups and trends that are discovered in the feedback, program changes may be made. Any program changes or decisions regarding the proposed program would be a result of the collaborative process.
- Implementation of changes
 - After the above steps have been completed, the implementation of any major changes would be made ready for the following school year. While small adjustments can be made during the school year, any major adjustments would be made over the summer and ready for the following school year. This would be done to provide a cohesive program which participants can depend on.
- Program Monitoring
 - Through regular surveys, feedback, and discussion, the proposed program intends to provide a thoughtful and well-planned experience for all candidates

and mentors. The program will work transparently, share all aspects with stakeholders, and reflect the needs of the candidates and mentors.

Common Standard 5 – Program Impact

FCUSD will provide continued professional development specifically related to serving students in significant special populations such as English learners and students with disabilities.

Candidates will use the Continuum of Teaching Practice to show mastery of the California Standards for the Teaching Profession (CSTPs) and will self-assess their skill in each level across the CSTPs and determine where their initial starting point is by identifying their level of acquired skills. Additionally, candidates will collaborate with their mentor as they identify, monitor, and make progress toward their professional goals. Candidates will also show mastery including, but not limited to, engaging in reflective practice, setting ILP goals, collecting evidence of their progress and their students' progress, evaluating their own performance as a teacher, attending professional development trainings and offerings, attending monthly Teacher Induction district meetings and breakout sessions, taking part in formal evaluations with their site administrator, and receiving feedback from their mentor.

Candidates will be asked to conduct end-of-course surveys of students and/or parents as a measure of their impact on student learning and as a tool for identifying areas in their courses to be revised in subsequent years. Additionally, candidates will be asked to identify evidence of their positive impact on student learning and the connection to induction and to identify mentor and site leader feedback that provides evidence of the candidate's impact on student learning. The program will evaluate its own impact on candidate learning, as well as on teaching and learning in FCUSD schools by looking at multiple measures, including candidate demonstration of growth on specific CSTPs, as well as mentor and site leader feedback.

The proposed program will solicit input from stakeholders on program impact, including requesting feedback from the public with an announcement on the district and Teacher Induction websites. Additionally, the program coordinator will solicit program impact feedback at the biannual leadership meeting presentations in the form of survey questions which will be deployed to site administrators, candidates, mentors, and the leadership/advisory and design teams.

Staff Recommendation

The Board of Institutional Review has found the Common Standards responses to be aligned, and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to Folsom Cordova Unified School District.

Granting Provisional Approval would allow FCUSD's proposed Teacher Induction program to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

Staff recommends that if Provisional Approval is granted to FCUSD by the Commission, the period of Provisional Approval be set to three years because a Teacher Induction program is designed to be two years in length. After three years, FCUSD will have had an opportunity to

have a cohort complete the program and the institution will have three years' worth of data that includes completers of the program. The report from the provisional site visit will be brought to the Commission for consideration of full approval for FCUSD in Stage V.

Next Steps

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