Program Review Submission Instructions for Approved Educator Induction Programs

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Program Review Submission Instructions for Approved Induction Programs

Program Review occurs in Year Five of the Accreditation Cycle. Program Review provides the Commission and the review team with evidence that the institution's programs are preliminarily aligned to program standards. The Program Review process is only for Commission-approved programs. Programs that have not yet gone through Initial Program Review must be approved through the Initial Program Review (IPR) process. Once programs have submitted full narrative responses to standards during Initial Program Review (IPR) and are approved, programs will not be required to submit full narrative responses to standards again, unless it is determined that there is inadequate evidence to demonstrate implementation and it is determined that a full review of the standards is needed. The program documents enumerated below provide the required information unless the review team determines that additional narrative or documentation needs to be available at the site visit.

Trained program reviewers will review the program documentation during Year Five of the seven-year accreditation cycle along with annual program data and analysis, and program-specific *Precondition* responses when needed, and provide a *Preliminary Report of Findings* on the alignment of program activities with program standards. The program reviewers will review the submission one time and provide feedback to the institution, which must post an addendum response to any feedback on their accreditation website at least 60 days prior to the site visit. The *Preliminary Report of Findings* forms the basis of the BIR team's review of the program's implementation in Year 6 during the accreditation site visit to determine the degree to which program standards are met.

There are 6 required elements made of up 17 specific exhibits. All elements and exhibits must be included in the Year Five Program Review submission.

Submission Requirements:

1. Program Summary
Two exhibits are required.

This 3-4 page **Program Summary** provides the context for the Program Review team and will also be used by the site visit team. A template for completing the summary is available here. The Program Summary provides a brief overview of the structure, course of study, and assessment of candidates for the program. A clear description will also help the reviewer to understand the remaining evidence submitted during Program Review but is not repetitive for exhibits that can stand on their own. It might, however, be important to provide the reviewer with information as to whether activities occur as part of a cohort, can be done out of order, or other pertinent information that provides a clear picture of how the program is designed. The guiding philosophies for the program or specific mission should be included to help reviewers better understand the program.

The program summary must also include a **table** showing delivery models (online, in-person, hybrid) and other options/pathways (ECO, traditional, etc.) available for each location (if more than one). A sample follows.

Location	Delivery Model	Pathway
Main Campus	In-Person	Traditional
	In-Person	ECO
	Online	ECO
Location 2	In-Person	Traditional
Location 3	In-Person	Traditional

- ✓ *Required Exhibit:*
  - *1.1 Program Summary (3-4 pages) using this template.*
  - *1.1.1 Table depicting location, delivery models, and pathways*

2. Organizational Structure

One exhibit is required.

Provide **an organizational chart or graphic** to show how the program leadership and instructional personnel/staff are organized within the program and how the program fits into the education unit, including personnel serving in non-teaching roles, as well as the roles and responsibilities of those involved in assigning and placing mentors/coaches. The graphic should depict the chain of authority and include individuals up to the dean or superintendent level. If the program operates as a consortium with shared leadership, the graphic should include also include individuals serving in induction administrative roles in entities within the consortium.

- ✓ *Required Exhibit:*
  - *2.1 Organizational Chart/Graphic*

3. Qualifications of Mentors and Professional Development Personnel(Instructional Personnel)

Three exhibits are required. One additional exhibit is only required if there are vacancies.

1) Submit a **table** that provides a summary of coaches/mentors and professional development personnel. The table should include numbers of full time, part time, and retired annuitants. Vacancies should also be noted.

2) Programs must also submit a current **annotated list of instructional personnel** (mentors/coaches). This should include full time and part time instructional personnel, including retired annuitants. The annotated list should include the mentor/coach's name, credential held, and status (fulltime, part time, retiree). See example that follows:

John Smith
Fulltime Mentor
Single Subject Math
Single Subject Science

3) Link to **published documentation** (e.g. job descriptions, online advertisements, contract language) regarding the experience and qualifications used to select instructional personnel.

✓ *Required Exhibits:*
3.1 Instructional Personnel Table
3.2 Annotated list of Instructional Personnel
3.3 Published Experience and Qualifications Requirements

✓ *Other Exhibits, if applicable:*
3.4 Instructional Personnel Recruitment Documents (if vacancies exist)

4. Program Sequence

One exhibit is required.

Clear information about the sequence in which candidates complete the induction program should be submitted. This will be a link to website, program brochure, handbook, or other document that is readily available to candidates and prospective candidates. If the program is offered via more than one pathway or model, please provide a link to the **program sequence** for each pathway or model.

✓ *Required Exhibits:*
4.1 Link to Published sequence of induction activities required for program completion (Candidate Handbook, Website, or other widely distributed documents)

5. Job-embedded Fieldwork and Clinical Practice

Seven exhibits are required.

Programs must provide specific evidence of meeting the requirements of job-embedded induction as described in the Commission standards for that program. The required documentation is:

1) **A Timeline or Table** that denotes at what point after being hired in a position requiring a teaching or administrative services credential that each candidate is assigned a mentor/coach and how those support hours are broken out across the teaching induction or clear administrative program experiences. For teacher induction programs, this table must also include ECO candidates.

2) **Employer Agreement or MOU** that clearly delineates the number of coaching hours provided to each candidate; expectations and criteria for veteran practitioner selection (coach/mentor), training, and evaluation; and support and assessment roles and responsibilities for the program and the employer.

3) Training Materials used to train mentors/coaches**.**

4) Documentation such as a **spreadsheet or table** verifying appropriate coach/mentor matches for all candidates (first name and last initial is fine) that align with the program standards and design (refer to program standards for additional information). For example, in a teacher induction program the spreadsheet would show that each candidate is assigned a mentor that appropriately matches the candidate's credential and setting. See the example that follows:

<u>Mentor/Coach name</u>	<u>Clear credential held</u>	<u>Mentoring assignment</u>	<u>Preliminary credential held</u>	<u>Classroom setting</u>
John S.	Single Subject Math	Jan Jones	Single Subject Math	9^{th} grade

5) Links to **Published Manuals or Handbooks or Advising Materials** that provide information to the district and candidates about expectations of the Induction program including appropriate placements, veteran practitioner support (coach/mentor), and information about completion requirements

6) **Individual Learning Plan (ILP) Template and related program documents**. These should include information regarding how the candidate is assessed during induction. Copies of <u>blank</u> **assessment instruments** should be included.

- ✓ *Required Exhibits:*
  - *5.1 Timeline or Table denoting timing of mentor assignment for candidates*
  - *5.2 Signed Employer Agreement or MOU for each Employer*
  - *5.3 Coach/Mentor Training Material*
  - *5.4 Documentation (spreadsheet or table) of Candidate Placements*
  - *5.5 Induction Program Handbook/Manual/Advising Material*
  - *5.6 ILP Template and Related Documents*
  - *5.6.1 Assessment Instruments*

6. Credential Recommendation

Two exhibits are required.

Provide a **brief description** (200 words or less) of the program's process to ensure that only qualified candidates are recommended for the credential. The description should include a **link** to the program's **candidate progress monitoring document or other tracking tool** used to verify that candidate has met all requirements for the program prior to recommendation**.**

- ✓ *Required Exhibits:*
  - *6.1 Description of process ensuring appropriate recommendation*
  - *6.1.1 Candidate Progress Monitoring Document*

Finalizing the Program Review

Program Review should be organized in a clear and easily accessible manner. Label each exhibit by number and title (e.g. 6.2 Memorandum of Understanding) and link to the evidence being provided for that exhibit in the title. Some numbered exhibits may have more than one link—this is acceptable, especially when there is more than one pathway or delivery model for a program. Institutions are reminded **not** to submit narrative unless it is asked for -- reviewers will not be reading them. Keep in mind that you are "showing" (exhibits) rather than "telling" (narrative).

Prior to submitting the Program Review, the evidence provided should be reviewed against the program standards to ensure that what has been provided is sufficiently aligned to the requirements of the standards. It is the institution's responsibility to ensure that the exhibits provided demonstrate that the program is meeting the standards.

Institutions should test all links to make sure they are working and do not require any additional permission to access. It is strongly suggested that the links be tested from outside your institution to ensure that they will work beyond your institution's network. If the URL requires a password, the password should also be tested. It is not acceptable to require reviewers to create or use personal Gmail accounts for Google access. Reviewers must be able to access submissions anonymously.

Submitting the Program Review

Program Review submissions are due **October 15th** in Year Five of the Accreditation cycle. For information regarding your institution's schedule of accreditation activities, see the Accreditation Activities webpage for your institution's cohort map.

Program Review submissions must be posted to a website and the URL submitted to ProgramReview@ctc.ca.gov. If the website is password protected, the password must also be submitted. Google docs or websites containing one large pdf or Word document with links will not be accepted. When submitting the URL, please also include a contact person in the event that there are issues with access or broken links.

An individual Program Review must be submitted for each program offered by your institution. Each Program Reviews must be posted to the same website with all submissions being available when the URL is submitted. Partial submissions will not be accepted.

Questions related to Program Review submission should be addressed to accreditation@ctc.ca.gov. Other questions should be directed to your cohort consultant.

Review of the Program Review Submission

Once submitted, Program Reviews are checked by staff for completeness and accessibility. Program Reviews with missing exhibits and/or issues with access will be returned to the institution and may be subject to Cost Recovery fees.

Pairs of reviewers with program expertise are convened for each program offered by your institution. These reviewers examine all exhibits presented by the program, looking first at the program holistically and then standard by standard. Reviewers will reach consensus as to whether a program standard is *Preliminarily Aligned* or *Needs More Information* and provide the institution with the Preliminary Report of Findings. If a standard is deemed to *Need More Information,* reviewers will provide guidance as to what additional information is required. Commission staff will review the Preliminary Report of Findings and forward to the Unit Head at the institution.

Institutional Response to the Preliminary Report of Findings

Institutions are expected to post an addendum response to the Program Review at least 60 days prior to the site visit. The addendum should address all areas where more information was needed and should consist mostly of links to supporting evidence, although brief narratives are acceptable within the addendum. A separate addendum should be posted for each program in which the Program Review had standards with *Needs More Information.* Institutions should work with their site visit consultants if there are questions.

Implications for Common Standards Review and the Site Visit

For several elements of the Common Standards the evidence provided during Program Review is used for the Common Standards submission. Program Reviewers compose feedback on these specified Common Standards elements which is provided to Common Standards Reviewers. This feedback, along with Preconditions, an institution's Common Standards submission, and other data, is used by Common Standards Reviewers to determine preliminary alignment for the Common Standards.

The Program Reviews and Preliminary Report of Findings for each program, Addendums to Program Review, Common Standards and Common Standards Preliminary Report of Findings, Addendums to Common Standards Review, Preconditions, Survey Data and other relevant data must be posted on your institution's accreditation website and available to the site visit team at least 60 days prior to the site visit. This, along with interviews and additional documentation requested during the site visit will form the basis for determining if standards are met, not met, or met with concerns and will lead the site visit team to make an accreditation recommendation.