

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Contra Costa County Office of Education

Professional Services Division

June 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Contra Costa County Office of Education. The report of the team presents the findings based upon reading the institutional self-study reports, review of supporting documentation and interviews with representative constituencies. On the basis of the findings, an accreditation recommendation of *Accreditation* is made for the institution.

Common Standards and Program Standard Decisions For all Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel			
5) Admission	X		
6) Advice and Assistance		X	
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	Does not apply to Tier II credential programs		
9) Assessment of Candidate Competence	X		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Program	6	6		
Clear Education Specialist Induction Program	7	6	1	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Contra Costa County Office of Education

Dates of Visit: May 21-24, 2012

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with institutional leadership, program leadership, employers, professional development faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed the eight Common Standards to determine if the standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership; Common Standard 3: Resources; Common Standard 4: Faculty and Instructional Personnel, Common Standard 5: Admission; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 9: Assessment of Candidate Competence are **Met**. Common Standard 2: Unit and Program Assessment and Evaluation, and Common Standard 6: Advice and Assistance, are **Met with Concerns**.

Program Standards

For the General Education (Multiple Subject and Single Subject) Induction Program, the team found that all program standards are **Met**. In the Education Specialist Clear Induction Program all program standards are met with the exception of Program Standard 7, Professional Development Options for Education Specialist, which is **Met with Concerns**

Overall Recommendation

Due to the finding that Common Standards 1, 3, 4, 5, 7 and 9 are met and two Common Standards, Common Standard 2: Unit and Program Assessment and Evaluation, and Common Standard 6: Advice and Assistance, are identified as Met with Concerns, and all program standards with the exception of one program standard in the Education Specialist program which is met with concerns, the team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Advanced Programs: General Education (MS and SS) Clear Induction
Clear Education Specialist Induction

Staff recommends that:

- Contra Costa County Office of Education response to the preconditions be accepted.
- Contra Costa County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Contra Costa County Office of Education continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Nikol Baker
Butte County Office of Education

Team Members:

Pat Pawlak
Pomona Unified School District

Bob Loux
San Joaquin County Office of Education

Staff to the Visit:

Marilynn Fairgood
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Narrative
Site Visit Documentation
Professional Development Website
Professional Development Activity Calendar
Mentor/PT Collaborative Logs
State-wide Survey Results
Accreditation Website
Program Assessment Data
Leadership Team Minutes
Preliminary Report of Findings

Biennial Report Response
Schedule of Induction Seminars
Candidate Assessment Data
Advisement Documents
Faculty Vitae
Fiscal Documents
Organizational Chart
Candidate Portfolios
PT-Mentor Match Listing

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	10	27	37
Completers	3	12	15
Employers	-	22	22
Institutional Leadership	6	-	6
Program Leadership	12	9	21
Induction/Professional Development Faculty	8	36	44
Induction Assessment Coordinator	1	-	1
Advisors	-	26	26
Fiscal Representatives	1	-	1
Support Providers/Mentors	-	22	22
Credential Analysts	-	6	6
Advisory Board Members	9	9	18
Program Partners	-	6	6
Technology Representatives	2	-	2
Program Liaisons	1	10	11
Assessment Coordinator	1		1
Totals			239

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Contra Costa County was incorporated in 1850 as one of the original 27 counties of the State of California. The County is one of nine counties in the San Francisco-Oakland Bay Area and the City of Martinez serves as the County Seat.

Contra Costa County is home to a wide range of business enterprises and benefits from a variety of business activity ranging from heavy industrial/manufacturing to significant professional expertise to financial services sectors and innovation. The county includes several major corporate headquarters such as Chevron; The PMI Group Inc.; and AAA Northern California, Nevada and Utah. Other major corporate residents include AT&T, ConocoPhillips, Shell Refinery and Dow Chemical.

As part of the San Francisco Bay Area, Contra Costa County is close to some of the nation's top educational and research institutions. Contra Costa County itself hosts Saint Mary's College; California State University, East Bay-Concord Campus; John F. Kennedy University and the Joint Genome Institute. The result is Contra Costa's greatest strength—an abundance of highly educated, skilled workers.

Contra Costa County is the ninth most populous county in California with a 2010 population of 1,049,025 residents. The three largest groups are White/Caucasian (614,512), Hispanic (255,560) and Asian (151,469).

Contra Costa County Office of Education

Under the leadership of an elected superintendent of schools and a five-member elected board of education, Contra Costa County Office of Education (CCCOE) provides services that include teacher credentialing, Business and Administrative Support, Special Education, Court and Community Schools and Career and Technical classes.

CCCOE plays a leadership role in the delivery of quality education to more than 168,000 K-12 students who are enrolled in the 252 schools within the 18 school districts in Contra Costa County. The California Department of Education website identifies 2011-2012 CCCOE student enrollment as 21,110. This total includes 8,893 White/non-Hispanic students 7,481 Hispanic or Latino students and 2,679 Asian students. The CCCOE Superintendent of Schools administers all County Office of Education programs, facilitates cooperation among schools, colleges, universities, government and community organizations and monitors and approves all school district budgets.

The vision of the CCCOE is “education empowers tomorrow's global citizens.” The CCCOE’s mission is to be the premier county education agency that provides bold leadership, high quality programs and innovative services. CCCOE identifies its core values as respect, integrity, diversity, teamwork, ethical leadership, creativity/innovation and advocacy for all learners.

Education Unit

The CCCOE Education Unit serves as the lead local education agency (LEA) for a consortium of twelve (12) school districts that provide induction support to general education and special education clear credential candidates. CCCOE also collaborates with several private and charter schools within participating district boundaries, providing a pathway for private and charter school teachers to clear their credentials.

The program also enjoys a collaborative relationship with institutions of higher education, including a long term relationship with St. Mary’s College (SMC) which has been a partner of the CCCOE induction consortium since the program was established in 1993. The SMC Saturday Seminar Series, established in 1996, is aligned with Induction Program Standards 5 through 7 and provides an opportunity for both participating teachers and mentors the option of completing credential requirements or a Master's Degree in Educational Leadership.

The induction program also partners with the New Teacher Center (NTC) in Santa Cruz planning professional development for mentors and participating teachers. Mentors receive training in the NTC Formative Assessment System (FAS) which provides both mentors and participating teachers with opportunities for collaboration, lesson planning, classroom observations, analyzing student work, and reflection. Their work together is focused on the California Standards for the Teaching Profession (CSTP), state academic content standards, and Standards of Quality and Effectiveness for Professional Teacher Induction Programs. Their goal is to improve teacher quality and student achievement.

The induction program is housed in the Educational Services Division of CCCOE. The administrative structure of the unit includes the induction program director who reports directly to the Director of the Educational Services. The program staff includes an administrative assistant and a private school/charter school liaison. The induction program director oversees a leadership team that is comprised of 23 team members (12 district coordinators, 1 IHE partner and 10 program liaisons) representing participating districts. This governing body meets monthly to examine program goals, needs and evaluative data related to program improvement.

In addition to the administrative structure described above, the CCCOE program includes the support of representatives from participating districts' human resources division and credential analysts who serve as initial advisors for candidates.

The mission of the program is as follows:

Building upon their teacher preparation program, participating teachers will experience enhanced professional growth and development by participating in a rich and thoughtful induction process. The participating teachers will engage in reflective conversations with experienced colleagues about the delivery of effective practice. They will chart progress through the continuum of skills, knowledge, and abilities aligned with the California Standards for the Teaching Profession, state-adopted academic content standards and performance levels for students, and the professional teacher induction standards.

The 2011-2012 CCCOE induction program includes 209 participating teachers: 176 general education teachers and 33 special education teachers. The participating teachers are supported by 68 mentors. The number of program completers from the General Education and Education Specialist Induction Programs in 2010-2011 is 174. Of these, 21 are completers of the Education Specialist program and 153 are General Education Induction program completers.

**Table 1
Program Review Status**

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency Reviewing Programs
General Education (MS and SS) Induction	153	176	CTC
Education Specialist Clear Induction	21	33	CTC

The Visit

The CCCOE site visit team was initially comprised of four team members and a team lead. Although the fourth team member participated in pre-visit activities one week prior to the visit, during the early morning hours of the first day of the visit the team lead and state consultant were notified that the team member could not participate in the accreditation visit due to a family medical emergency. The team lead and state consultant thanked the team member for her service and worked with the institution to reorganize the interview schedule so that the three remaining team members could interview with no schedule interruptions.

During the week prior to the visit, the three team members and the team lead engaged in a telephone conference to discuss their Common Standards pre-visit work and to develop questions for CCCOE constituent group representatives.

On Monday, the team met at the hotel for a team meeting. Following the meeting, the team traveled to the CCCOE office where they were met by institutional representatives who welcomed the team and provided an orientation to the institution. Document review and interviews began on Monday afternoon and continued through Tuesday. On Wednesday morning, the Team Lead and Commission consultant presented the Mid-Visit Status Report to the induction program director and private/charter school liaison. Additional documentation was requested and interviews continued through Wednesday morning. During Wednesday afternoon and evening, the team met to discuss evidence reviewed, interviews conducted and all standards. Following dinner, the team continued their deliberations. Consensus was reached on all standard findings and an accreditation recommendation was made. On Thursday morning, the team finalized the team report and presented the draft document to the institution during the 11:00 a.m. exit report.

Common Standards

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Contra Costa County BTSA Induction Program creates and articulates a research-based vision based on the *California Standards for the Teaching Profession (CSTP)*. Supported in the mission of “improving the performance and retention of beginning teachers in California,” the alignment with the Learning to Teach System provides the necessary opportunities for participating teachers to examine their practice through the lens of the *California Standards for the Teaching Profession (CSTP)*, the state-adopted academic content standards and curriculum frameworks.

Interviews with the program director, Leadership Team members, Contra Costa Special Education Local Planning Agency (SELPA), the New Teacher Center, and institution of higher education (IHE) partners confirmed that the program creates and implements an induction program dedicated to the continued development of educator effectiveness, enabling teachers to meet the academic learning needs of their students.

The program director oversees the day-to-day operations of the program. The Leadership Team, comprised of district coordinators, District Liaisons, and IHE partner, St. Mary's, participates in setting the vision and direction of the program with a collaborative voice in all key decisions for program improvement from analysis and development to implementation. Review of Leadership Team meeting minutes confirmed the collaboration and identified specific data reviewed on a monthly basis. An interview with New Teacher Center (NTC) staff verified triennial meetings between NTC staff and induction program staff to provide continuing support of the effective implementation of Formative Assessment System (FAS).

Interviews with the Superintendent, Assistant Superintendent of Educational Services, Director of Educational Services, and Administrative Services Controller clearly outlined the authority and support given directly to the program director. Contra Costa County Office of Education leadership confirmed the decision to sustain the program considering its funding is in the Tier III flexible funding category. In turn, the program director maintains open communication with county office leadership.

The program provides a mid-year and end-of-year portfolio review. These reviews assist in the monitoring of participating teacher progress towards program completion, resulting in credential recommendation. After each review, participating teacher progress is recorded in the New Teacher Tracking Database. Based on the information in the database, the program director notifies participating teachers of missing program requirements. Interviews with district

coordinators confirmed this process as they are included in the communication from the program to the participating teacher regarding missing requirements.

An interview with the program director revealed that after data are entered into the New Teacher Tracking Database, the program director uses the database, along with supporting documents such as copies of preliminary credentials, and professional development records, to recommend a clear credential for participating teachers who have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Interviews with the program director, Leadership Team members, mentor teachers, and participating teachers, as well as a review of documents, indicated that the Contra Costa induction program has a system for program evaluation. In collaboration with the program director, the Leadership Team analyzes mid-year and statewide survey data at monthly Leadership Team meetings. Leadership Team interviewees reported the survey data review identified areas of program improvement, specifically at the district level.

Review of professional development evaluations and interviews with professional development providers demonstrated that feedback is used not only as immediate session feedback, but also for identifying professional development content that could be delivered as soon as the following month.

Higher education partner, Saint Mary’s College, participates in mentor meetings. Through interviews it was determined that this partnership allows for program feedback for mentor training. Additionally, this level of partnership supports the Learning to Teach Continuum philosophy.

The yearly Portfolio Building workshops provide participating teachers information regarding the credential recommendation process. Workshop evaluations are reviewed by the program director and the induction program liaison for private and charter schools.

Using the New Teacher Tracking Database as well as a system to track professional development attended, the program collects candidate performance data during the mid-year and end-of-year portfolio review. As evidenced by interviews, these data are analyzed by the program director and Leadership Team members after each portfolio review. Data are utilized to provide feedback to participating teachers regarding their progress through program requirements.

In addition to portfolio reviews, the program collects mid-year and statewide survey data. These data are disaggregated by district and shared throughout the year at monthly Leadership Team meetings. All other forms of internal program data, including professional development evaluations, anecdotal feedback during mid-year and portfolio reviews, mentor seminar

evaluations, mentor activity logs, collaborative assessment logs, portfolio building workshops, and human resource trainings remain aggregated.

Rationale

While interviews with program completers were conducted, the site visit team found that no completer data has been collected by the program. An interview with the program director indicated that steps are being taken to correct this oversight.

Standard 3: Resources

Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The interview with the Contra Costa County Superintendent confirmed that the program receives the necessary budget, facilities, and qualified personnel to continue to meet the needs of the induction program. CCCOE leadership, including the superintendent, assistant superintendent of educational services and the director of education services, is committed to sustaining the program even though its funding is now in the Tier III flexible funding category.

Interviews with CCCOE leadership team members and professional development providers indicated a high level of collaboration across and among departments within the Contra Costa County Office of Education. The collaboration allows the program to effectively coordinate admission, advisement, professional development, participating teacher support, and assessment management. The program director works directly with district human resource personnel with the admission and advisement of eligible participating teachers. Program curriculum, in the form of the New Teacher Center Formative Assessment System (NTC FAS), includes training and support from NTC staff. Professional development offerings are coordinated with several partners: CCCOE technology education staff, Advancement Via Individual Determination (AVID), Tobacco Use Prevention Education (TUPE), SELPA, and Saint Mary's faculty. The program director and charter/private school liaison work with program assessment and provide data to districts as requested.

Supported by orientation agendas and district liaison interviews, the orientation held at the beginning of the school year provides candidates with various information resources. Participating teachers receive the portfolio that includes information about the formative assessment system in which they will engage with their mentor teachers. A program handbook that includes program requirements is also provided and reviewed with each participant. During the orientation that is held at each participating district, candidates meet with the program director, district coordinator and/or liaison, thus allowing the participating teacher to identify early on who, in addition to their assigned mentor, is available to support them while they are participating in the program.

In interviews with district coordinators and liaisons, it was determined that participating districts receive funding based on the number of participating teachers at their site. The district

coordinator is responsible for monitoring the program budget within their district. Districts use this funding in various ways to support essential program components such as providing a mentor stipend, release days for mentors and participating teachers to be used for classroom observation, district liaison stipend, and/or professional development costs.

Standard 4: Faculty and Instructional Personnel

Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

As evidenced by professional development brochures and interviews, the program systematically collaborates with professional development providers in K-12 settings. An interview with professional development providers and the program director confirmed the level of involvement across CCCOE programs including AVID, TUPE, Education Technology, and English Language Development support. Brochures illustrated collaboration with the local SELPA in developing and delivering content specific to special education teachers such as positive behavior support, standards-based instruction for special education, case management, and transition planning and services. Additionally, a strong partnership with Saint Mary’s College has identified professional development providers with content in the area of various “best practices” in education. “Best practices” include opportunities to attend professional development by nationally known educators, such as Harry Wong, Rick Morris, Marcia Tate and Ernie Mendes.

Mentors are recommended by site administrators and are either current classroom teachers, recently retired, or content coaches working with classroom teachers. Based on the *Mentor Selection Criteria* provided to administrators by the program, mentors must possess knowledge of state-adopted academic content standards and demonstrate commitment to personal and professional growth and learning, as well as ability and willingness to be a professional role model.

Once hired, mentors receive training for the NTC FAS, as well as on-going training at mentor seminars.

Interviews with the professional development providers and mentors appeared to reflect the diverse society in which they work. However, program data could not be obtained to confirm the diversity of all instructional faculty. The FAS training for mentors ensures that they are not only aware of the diverse student populations and its needs, but are able to help communicate this to the participating teachers and assist them when needed in completing FAS assignments and reflections. Review of the FAS determined several tools in which mentors worked with participating teachers in meeting the diverse needs of student populations.

Having a long standing partnership with Saint Mary's College, California State East Bay, and the New Teacher Center (NTC), the program continually communicates with these partners to assist in program improvement. District and charter/private school collaboration identifies various professional development activities for participating teachers and mentors including Columbia Writing Project and Explicit Direct Instruction training. Evidence obtained through the CCCOE website identified the following opportunities for teacher improvement, learner and educator preparation: Accountability and Assessment Systems Information, Assessment Training, Introduction to the Common Core Standards, Curriculum Calibration Training, and Technology Integration Training and Support.

In an interview with the program director it was stated that funding is provided, when available, for conferences and that trainings are used for faculty development. FAS training and participation in the New Teacher Center Symposium are available to mentors, district coordinators and liaisons, and professional development providers. The County Office of Education offers professional development, and when appropriate, mentors and professional development providers are encouraged to attend. Saint Mary's College offers professional development as well as a Master's in Educational Leadership that program personnel have the opportunity to pursue. Participating districts have agreed to provide release time for mentors so they may conduct observations in the morning and then attend afternoon professional development focused on effective mentoring strategies.

Interviews with mentors, district coordinators, and liaisons described how mentors are evaluated through the mid-year and state survey as well as through participating teacher feedback, observations, and conversations with program staff. These data are reviewed with the decision to retain a mentor made by the district coordinator, liaison, and site administrators. Mentors are recognized at the annual BTSA Colloquium.

An interview with the program director and charter/private school liaison described the process in which seminar data is reviewed to determine which professional development providers to retain in order to maintain high quality professional development.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

As learned through documentation review and substantiated in interviews of Human Resources (HR) personnel and district coordinators, human resource personnel utilize the *Hiring Checklist for BTSA* as new teachers are hired in participating districts and charter and private schools. The checklist outlines steps Human Resources staff need to take in order to correctly identify and enroll eligible teachers.

Using the checklist, personnel refer to the *Teacher Eligibility Criteria*, a guide for district Human Resource personnel that allows for consistency in identifying eligible candidates across the consortium. Reviewed during the site visit, the *Teacher Eligibility Criteria* outlines eligibility requirements that include: possession of preliminary single, multiple, or education specialist credential; completion of internship and application for preliminary credential; or out-of-state teacher credential with less than two years experience.

Newly hired teachers complete the *Credential Information – BTSA Eligibility* form which allows Human Resource personnel to determine program eligibility. Admitted candidates have been hired at participating districts/sites on the basis of employment in appropriate positions and the possession of a valid preliminary teaching credential, along with meeting applicable Commission-adopted requirements. An interview with the program director confirmed that participating districts are equal opportunity employers and adhere to policies and procedures in place to ensure the hiring of qualified applicants.

Standard 6: Advice and Assistance

Met with Concerns

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

District Human Resource personnel make an initial evaluation of participating teacher eligibility for participation in the induction program. The program director meets with Human Resource personnel from all participating districts two times per year to review program eligibility and requirements. This communication allows consistent identification across the consortium.

Once identified for program eligibility, participating teachers sign a *Letter of Commitment* outlining their intentions to participate in the program. Once the program receives the *Letter of Commitment*, participating teachers are notified of the date of their district's program orientation, at which they receive information about program requirements, including information about the Early Completion Option (ECO). This information is also available on the program website and in the Program Handbook distributed at the orientation. In interviews, participating teachers agreed that their most valuable resource for program information was their mentor, and that, working with their mentors over time, they became more clear regarding program requirements.

During interviews with Education Specialist candidates, it was determined that they were not clear about the use of the Individualized Induction Plan (IIP) as the guiding document for their induction work. Education Specialist candidates indicated that they used the same guiding documents as the general education candidates (the Individual Learning Plan and the Individual Action Plan). Although the IIP is listed in Education Specialist program advisement documents, the review team could not locate the IIP. During an interview with the program director, it was found that the program is aware of this issue and is working to correct this inconsistency.

The program includes group opportunities for guidance such as district orientations, which provide an overview of program elements and requirements, and Portfolio Building Workshops,

which provide specific direction for creating individual portfolios that include evidence of meeting the program standards.

Participating teacher interviews revealed that they consider their mentor as their first line of support and assistance. Interviews with mentors revealed that, in cases of struggling candidates, mentors access additional resources, including other veteran teachers or resource personnel, and the district liaison or coordinator.

When a challenging situation cannot be alleviated in a timely manner through any of these resources, there is a policy in place that allows for extension beyond the normal two-year program length. Candidates complete an Induction Program Extension Form, on which they request additional time to complete the program and identify the reason for the request.

An interview with the program director revealed that there are a few candidates from previous years (about five) who did not complete the program requirements, so were not recommended for the Clear credential.

Participating teachers store evidence of their progress and performance in their portfolios. Because mentors work hand-in-hand with the participating teachers in creating this evidence, they are able to provide the first advisement and assistance to the participating teachers at their weekly meetings. In addition, participating teachers receive ongoing formative feedback from their mentors in the form of collaborative assessment logs, written phone and email messages, journals, and the exchange of other written communication.

Documents reviewed and submitted at district mid-year portfolio reviews provide evidence about candidate progress. District coordinators and liaisons report that they review the completion evidence and provide assistance when indicated. Records of candidate progress are maintained on the program's New Teacher Tracking Database, which includes a current copy of the Professional Portfolio Transcript. The Program Director interview indicated that program level personnel review the database on a regular basis and provide advice or assistance as necessary.

Rationale

Common Standard 6 states "Appropriate information is accessible to guide each candidate's attainment of all program requirements." Interviews with Education Specialist candidates indicated confusion regarding the development and implementation of the Individualized Induction Plan (IIP). Additionally, program documentation included reference to an IIP; however, no IIP could be found during the site visit.

Standard 7: Field Experience and Clinical Practice

Met

<p>The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.</p>
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Findings

The Contra Costa County Office of Education Induction Program utilizes the NTC FAS designed to support and inform participating teachers about their professional practice in the context of an on-going, collaborative partnership with a trained mentor. NTC FAS protocols support three central processes:

1. Understanding Context
2. Setting and Reflecting on Professional Goals
3. Examining Practice Through Inquiry

During interviews, participating teachers described how the FAS system and interaction with their mentors strengthened their own practice in support of increased student learning.

Candidates are employees of partnering school districts, and charter and private schools within Contra Costa County. As agreed in the Memorandum of Understanding with each district/site, and as supported in the Credential Information BTSA Eligibility form reviewed during the visit, the superintendent, principal and/or Human Resources Department ensure candidates are placed in the appropriate teaching assignment in order to demonstrate the knowledge and skills required for the attainment of a Clear credential. Paper screening is completed by the site principal and/or Human Resource personnel to identify the most-qualified candidates for the position(s).

The program director, district coordinators, and district liaisons use the *Mentor Selection Criteria* to select and assign mentors. Monthly meetings facilitated by the program director help to ensure quality mentor selection among participating district/sites. An examination of the March Leadership Team meeting identified the topic, “Ensuring Mentor Quality: How Do We Do It?” Team members reviewed and discussed the mentor continuum, standards, commitment letter, selection timeline, and interview questions. A review of meeting minutes and Leadership Team interviews also confirmed the addition of a spring orientation for prospective mentors as well as district interviews for new mentors.

Interviews with Leadership Team members indicated credential-alike matches are weighted heavily when matching participating teacher with mentors. Review of statewide survey data revealed that the majority of participating teachers felt that it was “very important” or “important” to be matched with a grade-alike or subject matter-alike mentor.

Review of the FAS materials identified several tools in which participating teachers worked with their mentors to understand and address the issues of diversity as well as identifying strategies for improving student learning. Interviews with participating teachers specifically identified the tool to assist with differentiating instruction as well as effectively analyzing student work.

Review of professional development offerings identified a series pertaining to “Providing an Equitable Learning Environment for Student Learning.” This series provides opportunities for participating teachers to interact and collaborate with colleagues, enhance instruction, and learn from experienced educators in the area of diversity.

Standard 9: Assessment of Candidate Competence

Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

The Contra Costa County Office of Education (CCCOE) BTSA Induction Program is designed to ensure that all participating teachers can demonstrate the professional knowledge and skills necessary to educate and support all students in meeting the state-adopted academic standards. Review of participating teachers' portfolios revealed that all participating teachers maintain an induction portfolio, through which they, over the two-year program, demonstrate growth in relation to the *California Standards for the Teaching Profession* (CSTP) and the state-adopted academic content standards and performance levels for students. Portfolios include documentation that participating teachers and mentors collaborated in the completion of FAS activities. Additional documentation identifies professional development options selected by participating teachers to support their professional growth in selected elements of the CSTP. Portfolios also identify evidence that the participating teacher has met Induction Program Standards 5 – Pedagogy and 6 – Universal Access.

Participating teachers interviews confirmed that Individual Learning Plans (ILPs,) identifying the participating teacher's professional growth goals for the year for each of the CSTPs, are used to guide the work of the participating teacher and mentor throughout the year. Participating teacher interviews also confirmed that Inquiry Action Plans (IAP), based on one of those growth goals, are created and completed each year, enabling participating teachers to show evidence of their implementation of Induction Program Standards 5 and 6 in their classroom practice. An examination of Collaborative Assessment logs provided evidence that the mentor monitors the participating teacher's weekly progress and participation in these and other program activities.

The district coordinator and liaison facilitate a mid-year portfolio review within their district, and at the end of the year, members of the Leadership Team read the portfolios of all participating teachers. At the end of the participating teacher's second year there is a final review of the induction portfolio documents. If the program has been successfully completed, a recommendation is made for the appropriate clear credential. At any step along the way, if the participating teacher is not progressing, the program provides additional support as necessary. This may include a meeting with the program director, district coordinator and/or district liaison, participating teacher, and mentor.

Review of professional development offerings identified a series pertaining to "Providing an Equitable Learning Environment for Student Learning." This series provided opportunities for participating teachers to interact and collaborate with colleagues, enhance instruction, and learn from experienced educators in the area of diversity.

General Education (Multiple Subject and Single Subject) Induction Program

Program Design

The Contra Costa County Office of Education (CCCOE) is the Lead Education Agency (LEA) for the CCCOE Induction program for both general education and special education candidates. The administrative structure and operations are purposely aligned closely for both programs. Both general and special education candidates participate in a formative assessment process for two years under the guidance of a trained mentor coach and document evidence of implementation of Induction Program Standards 5 and 6.

The CCCOE induction program partners with twelve school districts. Each partner district provides a district induction program coordinator and liaison who oversee the induction program at the district level. Each district coordinator holds an administrative position within their district and many serve as directors of curriculum and instruction within their districts. Coordinators also act as a link between the program and district administration and monitor the induction budget within their district. Each district liaison is either a classroom teacher or content coach and acts as the link between the mentors and participating teachers in their district and the induction program. In a few districts, the coordinators take responsibility for both coordinator and liaison roles. During interviews, mentors, participating teachers and site administrators reported that these links exist and that the links are supportive and effective in ensuring the smooth administration of the program.

In addition to the leadership structure described above, the program also supports private and charter schools within the area that employ teachers who must complete clear credential requirements. CCCOE has a liaison who works with the charter and private schools that are supported through the program. This liaison is also the lead professional development provider for all induction program mentors.

The coordinators and liaisons from each participating district are members of the program Leadership Team which meets monthly with the induction program director and charter/private school liaison. Interviews with Leadership Team members and review of Leadership meeting agendas and minutes confirmed that the Leadership Team, as the advisory body for the program, oversees the program for both general and special education candidates, and makes recommendations for program improvement.

The CCCOE induction program director and charter/private school liaison attend cluster-sponsored induction/ IHE partnership meetings two-three times per year to coordinate a seamless transition between teacher preparation and induction programs. The program also has a long standing partnership with Saint Mary's College and a liaison and coordinator from the college are members of the CCCOE induction program Leadership Team. Constituent interviews revealed ways in which the IHE liaison and coordinator facilitated the sharing of information between the program and the IHE. Participating teachers spoke highly of the value of professional development offerings of Saint Mary's College for the improvement of their teaching practice.

The induction program partners with the human resources, educational services, and special education departments in participating districts to administer the program. Credential analysts from participating districts verified that they attend fall and spring meetings facilitated by the induction program director during which information about the program is shared. Topics

include identification of eligible teachers, the FAS, the clear credential process for participating teachers, responsibilities in hiring and program eligibility and credential requirements for the program. In addition, the induction program director meets individually with new district personnel and is available by phone to answer questions and address concerns. Credential analysts spoke highly of the level of communication and support they receive from induction program leadership.

The CCCOE induction program uses the FAS developed by the New Teacher Center (NTC) in Santa Cruz for both general and special education candidates. The NTC FAS is designed to support and inform participating teachers about their professional practice in the context of an on-going, collaborative partnership with a trained mentor. This formative assessment structure helps participating teachers identify and strive for high levels of classroom instruction and establish professional habits of inquiry, collaboration and reflection. The process helps participating teachers examine and assess their classroom practice to identify areas of strength and areas for professional growth as related to the CSTP, P-12 academic content standards, and Induction Program Standards 5—Pedagogy, and 6—Universal Access. Both general and special education candidates complete the FAS process with their mentor each year they participate in the program.

The program design is responsive to individual participating teacher needs. Each week, participating teachers and their mentors meet to discuss participating teachers' needs relative to their teaching context. Review of participating teachers' portfolios included an examination of Collaborative Assessment Logs, which recorded the discussions during each meeting. Participating teachers select goals and design Individual Learning Plans and Individual Action Plans based on their individual needs as identified through a self-assessment process. There are a variety of tools participating teachers and their mentors can choose from to individualize the FAS process to support their personal goals. Evidence of these activities and supporting documents/tools were found in each participating teacher portfolio reviewed.

Mentors receive seven and one-half days of training in the FAS process (four and one-half days their first year and three days their second year) which enables them to mentor at any grade level/content area. Examination of attendance records revealed that mentors have received the appropriate training.

The majority of the program's mentors are classroom teachers although a few are retired classroom teachers and some are full-time released mentors or content coaches who mentor in addition to their role as content coach. Interviews with site administrators confirmed that mentor selection is primarily done at the district level and in consultation with site administrators. Discussions with coordinators and liaisons revealed they are also consulted during the mentor selection process. Interviews with district coordinators indicated that mentors are interviewed by the district coordinators and selected for their expertise in teaching and by meeting criteria established for mentor effectiveness. Mentor resumes and mentor verification forms, signed by appropriate administrators, establish that each mentor has met these criteria. There is also a cadre of mentors hired through the CCCOE who are assigned to charter and private schools and are available to mentor in districts where there may be a need. These mentors are selected through employer recommendations and each participates in an application and interview process. The program reports that it has trained some private school teachers in the FAS process and that the trained individuals now mentor at their school sites. All CCCOE induction program mentors are required to hold a clear California credential.

During interviews, program leadership reported that every effort is made to assign mentors to participating teachers based on grade level and/or content area match and proximity. When the mentor and participating teacher are not matched by grade level or content area the mentor is advised to ensure that the participating teacher receives the necessary content support whenever needed. A review of program documentation shows that participating teachers receive the needed support and during interviews, participating teachers commented on the expertise and quality of their mentor.

Induction program mentors develop their own professional development goals based on a Continuum of Mentoring Practice established by the New Teacher Center to guide their growth in mentoring skills. As noted in the mentor seminar agendas, they revisit their goals at mentor seminars, with an informal coaching partner, to determine their progress in meeting their goals. Goals are then revised as needed. Mentors at interviews confirmed that a team of experienced mentors coach new mentors and conduct in-field observations. These new mentor coaches receive training from an outreach coordinator from the New Teacher Center.

Through a review of documentation and interviews with mentors the team found that the induction program regularly collects program effectiveness data, including results from the end of year state survey, mid-year program survey, and evaluations from professional development seminars for mentors and participating teachers, and evaluations from site administrators, human resource and special education seminars and meetings. The team found evidence of data collection and disaggregation, as well as presentation to, and analysis by, various stakeholder groups, for the purpose of making program modifications. In the past two years the program has used evaluative data to make the following changes:

1. Mentor seminars are held during the day rather than after school.

Based on feedback from mentors, participating teachers and site administrators, participating teacher observation and feedback was one of the most effective practices for increasing participating teachers' teaching effectiveness. Holding mentor seminars during the day allows mentors to observe participating teachers in the morning and attend the seminar immediately afterward to discuss the observations.

2. Education Specialist Credentials are cleared through the CCCOE induction program.

CCCOE has always supported Education Specialists in the induction program but these candidates reported that they have been disappointed that they were unable to clear their credentials through the CCCOE induction program. Therefore, when the opportunity was presented, CCCOE made the decision to submit a proposal to support Education Specialists. The proposal was approved by the COA in 2010 and CCCOE now offers the Clear Education Specialist Induction credential program.

Additionally, because candidate survey results demonstrated the importance of new teacher observations of effective veteran teaching practices as essential for increasing teaching effectiveness, the program reports that it is working with CCCOE partner districts to assure that participating teachers have the opportunity to observe veteran teachers at least once per year during their participation in the program.

Course of Study

An orientation is held at the beginning of the year for participating teachers and their mentors in each of the participating districts and for charter and private school teachers. The orientation presentation documents that candidates are advised about program roles and responsibilities and supplied with program materials during the orientation.

Completed portfolios demonstrated that, throughout the year, participating teachers collaborate with their mentors using the NTC FAS formative assessment process to support them in establishing and maintaining well-managed, safe and inclusive classrooms that foster students' physical, cognitive, emotional and social well-being.

During their first year in the induction program, participating teachers focus on implementing Induction Program Standard 5, and during Year 2 they focus on implementing Induction Program Standard 6. Participating teacher interviews revealed that mentors assist them in selecting appropriate evidence of implementation for these two standards and the evidence is included in candidate portfolios.

During the fall, participating teachers and mentors co-assess the participating teachers' teaching practice using the Continuum of Teaching Practice (CTP), which is based on the CSTP. Dated entries on the CTP in participating teacher portfolios demonstrate that participating teachers and mentors co-assess both in the fall and at the end of the year to identify participating teachers' growth in the CSTP.

Participating teachers collaborate with their mentors to develop an ILP, which identifies professional goals for each of the six CSTP, and research activities to support their professional growth related to those goals. During interviews, site administrators confirmed that participating teachers are encouraged to incorporate district and/or site-specific goals into their ILP.

After completing the ILP, participating teachers choose an area of focus from it to use as the basis to create an Inquiry Action Plan (IAP) in which they develop an inquiry question, select professional development and resources to support their learning, and identify assessments that would provide evidence of student growth. The IAP is the focus of the collaborative work between participating teachers and mentors. At the end of each year participating teachers submit a reflection on the implementation of their IAP. Portfolio reviews demonstrated the completion of IAP activities, and Collaborative Assessment Logs document the weekly collaborative work of the participating teacher and mentor as the IAP was implemented. Participating teachers and mentors analyze student work together, mentors conduct classroom observations and provide constructive feedback to participating teachers, and mentors and participating teachers plan lessons together using results from the analysis of student work to differentiate instruction based on student needs.

At Portfolio Building Workshops (PBWs), participating teachers learn about program requirements, see samples of completed IAPs and portfolios, and consider what implementation of Induction Program Standards 5 and 6 might look like in the classroom. Each participating teacher is required to attend one of these workshops. PBWs are offered in November, after PTs have already had several meetings with their mentors during which workshop content was discussed. During interview sessions, some PTs indicated that the workshops would have been

more helpful if they had been offered earlier in the process so the content covered would have been new content for PTs.

Both general and special education candidates' progress is monitored throughout the year by the mentor, the district coordinator and liaison, and the induction program office. A Mid-Year Review is held in each district, attended by the participating teachers, mentors and district induction coordinators and liaisons, to monitor progress and offer advisement. During interviews, participating teachers indicated that they received feedback from the Mid-Year review. Special assistance is offered through the CCCOE program office, and within the participating teacher's district, on an individual basis as needed. District liaisons confirmed that they meet with struggling participating teachers (often with the mentor), as well, and provide support and encouragement to ensure completion.

Agendas for the tri-annual mentor seminars, held at the induction program office, indicated that mentors receive consistent program information to assist them in advising their participating teachers. Attendance records show that mentors attended all three seminars.

Candidate Competence

During the orientation to the induction program that is held at the beginning of the year, participating teachers are advised of the requirements for program completion. Participating teachers receive a copy of the Professional Portfolio Transcript, on which completion requirements are listed. This document is also available on the program website and in the program handbook. Portfolio completion requirements are explained in more detail at the required PBW. Throughout the year, participating teachers' progress and participation is monitored by their mentor. Evidence includes Collaborative Assessment Logs, which record the work done by the participating teacher and mentor toward completion of the program. In addition, the Program Completion Timeline informs participating teachers of when to submit certain FAS documents (CTP, ILP goals and IAP) to the CCCOE induction office. If the PT is not progressing as expected, the program provides special assistance.

The ILP is revised by the participating teacher and mentor as necessary and is reviewed at the district mid-year review and again at the end of the year as part of the portfolio review. At the beginning of the year, the participating teacher and mentor co-assess the participating teacher's practice on the CTP. At the end of the year, the participating teacher and mentor co-assess again, to determine the participating teacher's growth in the CSTP. Review of these documents informs the program office of areas that may need reviewing or restructuring.

Candidates must provide evidence in their portfolios that they have successfully completed the NTC FAS process with their mentors, and that their teaching reflects the use of the CSTP and the appropriate P-12 Academic Content Standards. They also provide evidence that they have implemented in their classrooms Induction Program Standards 5 and 6. An interview with the program director clarified that district coordinators and liaisons facilitate a mid-year portfolio review and that members of the leadership team, joined by other mentors, evaluate each portfolio for completion at the end of the year. An induction program Professional Portfolio Transcript is checked off at the Portfolio Review and is provided to the candidate, along with a Letter of Completion.

At the end of the second year, if all requirements for the Clear Multiple or Single Subject Credential have been met, the Induction Program Director provides the participating teacher with a letter of completion. Interviews with the district credential analysts confirmed that the induction program director then notifies the participating teacher's district HR department of the participating teacher's completion.

If any requirements are not met, the participating teacher and mentor are notified, the portfolio is held, and program leadership works with the participating teacher until all requirements are satisfied. If there are credential requirements other than those required for completion of induction, the participating teacher or the participating teacher's credential analyst must submit those requirements to the program office as evidence of completion before a credential recommendation can be made. After all requirements have been completed, the appropriate recommendation is made to the Commission on Teacher Credentialing.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, program completers, institutional leadership, program leadership, professional development faculty, employers and mentors, the team determined that all program standards for the General Education (Multiple Subject and Single Subject) Induction Program are **Met**.

Clear Education Specialist Induction Program

Program Design

The leadership structure, communication and means for stakeholder input within the CCCOE General Education and Education Specialist Clear induction program are as described in the findings included for Common Standard 1 and in the General Education (MS/SS) Induction Program report.

The CCCOE induction program supports Education Specialist credential holders in all areas of specialization, including the holders of Education Specialist Level I credentials. As with candidates in the general education induction program, special education candidates participate in a formative assessment process for two years under the guidance of a trained mentor coach and document evidence of implementation of Induction Program Standards 5 and 6. Education Specialist candidates must also demonstrate how they will meet the requirements of Induction Program Standard 7, Education Specialist Induction Program Menu, which requires Education Specialist credential holders to design an Individualized Induction Plan (IIP) for professional development and advanced study to clear their preliminary credential. Additionally, holders of a Level I Education Specialist credential must submit evidence of how they plan to meet the Level II competency requirements relative to their credential's area of specialization prior to completing clear induction program requirements.

The coordinator and liaison from each participating district are members of the program Leadership Team which meets monthly with the induction program director and charter/private school liaison. Interviews with Leadership Team members and review of Leadership Meeting agendas and minutes confirmed that the Leadership Team, as the advisory body for the program, oversees the program for both general and special education candidates, and makes recommendations for program improvement.

Saint Mary's College and the New Teacher Center work with the CCCOE Induction Program Leadership Team, which includes the program coordinator, district coordinators and district liaisons. They meet on a monthly basis to discuss current issues or program changes that may need to be made and issues the mentors or participating teachers are experiencing. Program partners commented during interviews about how open program leadership is to suggestions for program improvement and how the director makes sure that everyone understands the need for change and how the change will improve the program.

The CCCOE Induction Program uses the Formative Assessment System (FAS) developed by the New Teacher Center (NTC) in Santa Cruz for special education candidates. The New Teacher Center Formative Assessment System (NTC FAS) is designed to support and inform participating teachers about their professional practice in the context of an on-going, collaborative partnership with a trained mentor. Both general and special education candidates complete the FAS process with their mentor each year they participate in the program.

For the most part, the mentor training and selection process for the Education Specialist induction program is the same as described in the findings for the General Education Induction program. The only difference between the two is that directors of special education are included in the mentor training and selection process for the special education program.

A review of a list of mentor- participating teacher matches confirmed that Education Specialist candidates are assigned a mentor with a like credential. In cases where a mentor with a like credential is unavailable, a secondary mentor (credential-alike mentor) is assigned to the participating teacher. This credential-alike mentor meets once a month with the participating teacher to provide support in the Education Specialist's area of specialization.

Discussions with participating teachers, site administrators, and district special education directors revealed that they all felt that the mentors did an outstanding job. Participating teachers commented that the mentors were extremely knowledgeable in their areas of expertise and over two-thirds of the responders to the Mid-Year Survey felt that their mentors increased their effectiveness in the classroom "a lot" or "a great deal."

Site administrators commented on how mentors were at their sites on a weekly basis, and how focused mentors are when helping the participating teachers. District special education directors felt the mentors are very knowledgeable about special education issues and reported that when mentors encounter a subject that is outside of their specialty area, they make sure that the participating teacher receives support from a credentialed educator who has knowledge and experience in the specific area of expertise.

Through interviews and review of documentation, it was found that mentors receive at least seven and a half days of FAS training over the first two years of induction, with the option of participating in other trainings if they feel the need. During interviews, mentors reported that following FAS training, they participate in an ongoing training process that includes a selection of ever-changing professional development topics from which they can choose.

The induction program regularly assesses program effectiveness by examining results from the end-of-year state survey, mid-year program survey, and evaluations from professional

development seminars for mentors and participating teachers. Evaluations from site administrators, human resources and special education seminars and meetings are also used to determine program effectiveness. These data are used to make program modifications on an on-going basis. Program changes for each induction program are identified in the General Education Program report.

Course of Study

The course of study within the Clear Education Specialist Induction program is as described in the findings included for the Course of Study in the General Education Induction Program report.

As in the general education induction program, an orientation is held at the beginning of the year for special education participating teachers and their mentors in each participating district and for charter and private school teachers. An advisement meeting for education specialists is held in each district in September. Program leadership reported that, during this meeting, the components of the Clear Education Specialist Induction program are explained in detail including how the participating teacher will meet Induction Program Standard 7, how the participating teacher who is the holder of an Education Specialist Level I credential will meet the Level II competency requirements, and how the Individual Induction Plan (IIP) will be developed. District special education directors reported that they attend fall and spring meetings, facilitated by the induction program director, to discuss issues pertaining to the special education candidates.

During interviews, it was reported that in the fall and through the FAS process, general education and special education participating teachers assess their teaching practice using the Continuum of Teaching Practice (CTP) which is based on the CSTP. As part of the FAS process, participating teachers collaborate with their mentors to create goals for the year by developing an Individual Learning Plan (ILP). The ILP is based on the results of their self-assessment on the CTP, their teaching assignment, Induction Program Standard 5 or 6, identified learning needs and prior preparation. The ILP identifies professional goals and activities to support growth and improvement of professional practice in at least one content area of focus. The ILP serves as a roadmap for professional growth in induction. All participating teachers are encouraged to incorporate district and/or site-specific goals into their ILP so their content focus will be inclusive.

During interviews with candidates and mentors, the team found that there was confusion surrounding the IIP, the ILP, and the Inquiry Action Plan (IAP). As stated in Induction Program Standard 7, the IIP must include a menu of options from which the participating teacher can choose and which can be tailored specifically to their current assignment. However, candidates and mentors confused the IIP, ILP and IAP documents and did not know the differences between the documents.

Candidate Competence

Following a review of program documentation and during interviews with program leadership, it was reported that at the end of each participating teacher's second year of participation in the program, a letter is provided for the participating teacher by the induction program director which states that the participating teacher has completed all of the requirements for the Education Specialist Clear Induction Credential and that the induction program will make a recommendation for the credential. The program director notifies the participating teacher's

district HR department. Education Specialist candidates must also demonstrate evidence in their portfolio that they have successfully implemented Induction Program 7 in the classroom with students and, if candidates are holders of a Level I credential, they must demonstrate how they have met the Level II competency requirements for their credential area of specialization. If any requirements are not met, the special education participating teachers and their mentors are notified, portfolios are held, and program leadership works with the participating teachers until all requirements are satisfied.

If there are credential requirements other than completion of an induction program, the participating teacher or participating teacher's credential analyst will submit those requirements to the program office as evidence of completion before a credential recommendation can be made. After all requirements have been completed the appropriate recommendation is made through the induction program office and submitted to the Commission on Teacher Credentialing.

Findings on the Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, program completers, institutional leadership, program leadership, professional development faculty, employers and mentors, the team determined that all program standards for the Education Specialist Clear Induction Program are **Met**, with the exception of Program Standard 7, Education Specialist Induction Program Menu, which is **Met with Concerns**.

Although the Education Specialist induction program advisement document that is given to candidates includes a section entitled Individualized Induction Plan (IIP) and that section states that each participating Education Specialist is required to complete an IIP, during an interview with program leadership the team found that an IIP does not exist and that the program uses only the IAP and ILP. The program is aware that advice provided can cause confusion and advised the team that they are working on creating the proper documents to correct the error.