

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation
Visit for Professional Preparation Programs at
California School for the Deaf**

June 2016

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at California School for the Deaf. 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 report, an accreditation recommendation of **Accreditation with Stipulations** 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	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	(N/A)		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	5	1	
Education Specialist Induction	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: California School for the Deaf (Fremont)

Dates of Visit: April 25-27, 2016

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, 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 judgements 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 entire team reviewed each of the eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that six of the Common Standards were **Met**, and two were **Met with Concerns**: Common Standard 2, Unit and Program Assessment and Evaluation, and Common Standard 3, Resources.

Program Standards

After discussion of findings and appropriate input by individual team members, the team considered whether the program standards were met, met with concerns, or not met. The CTC accreditation team found that five General Education Induction program standards were **Met**, and one was **Met with Concerns**: Standard 3 Support Providers and Professional Development Providers. Six Education Specialist Induction program standards were **Met**, and one was **Met with Concerns**; Standard 3 Support and Professional Development Providers.

Overall Recommendation

The team completed a thorough review of program documents, program data, FACT portfolios, interviews with program leadership, district administrators, school site administrators, support providers, participating teachers, completers, and Leadership Team members. Due to the finding that two Common Standards were **Met with Concerns**, and two program standards were **Met with Concerns**, the team unanimously recommends a decision of **Accreditation with Stipulations**.

Proposed Stipulations:

- That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, completers and stakeholders. The system must demonstrate the potential for assuring continuous program improvement.
- That the institution provide evidence that the program receives sufficient resources to allow for effective operation. The resources must enable the program to effectively operate in terms of coordination and program development.
- That the institution provide evidence that all Support providers are provided with opportunities for professional development to support mentoring.

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

Advanced/Service Credentials

Multiple Subject

Clear Multiple Subject

Single Subject

Clear Single Subject

Education Specialist Credentials

Clear

Staff recommends that:

- The institutions response to the preconditions be accepted.
- California School for the Deaf be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California School for the Deaf continue 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:	Robert Perry Los Angeles Unified School District
Common Standards Cluster:	John Erratt Orange Unified School District
Advanced/Services Programs Cluster:	Susan Porter Redlands University
Staff to the Visit	William Hatrick Bob Loux Commission on Teacher Credentialing

Documents Reviewed

University Catalog	Biennial Report Feedback
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
Needs Analysis Results	College Budget Plan
Program Assessment Feedback	TPA Data

Interviews Conducted

Stakeholders	TOTAL
Candidates	2
Completers	13
Employers- Site Administrators	9
Institutional Administration	3
Program Coordinators	2
Faculty	4
TPA Coordinator	1
Advisors	3
Field Supervisors – Program	6
Credential Analysts and Staff	1
Advisory Board Members	9
Total Interviews:	53

Background Information

The California School for the Deaf is located in Fremont, California. Over its 155 years it has been located in Berkeley, and San Francisco, with it opening at its present 91 acre location in 1980. The school has approximately 500 deaf or hard of hearing K-12th graders, with 80 faculty, half of which are deaf. Ohlone College, which is located close to the school, has a large post-secondary program for deaf students and an interpreter training program. In addition, Fremont is home to Fremont Oak Gardens (FOG), a residential facility for deaf senior citizens. Students have access to a variety of resources in the surrounding community where there are also a large number of deaf residents. 45% of the students are Hispanic, 29% are Caucasian, 9% African American with the remaining 14% being comprised of Asian, Filipino or mixed races. It is recognized for academic rigor and direct instruction in American Sign Language and English.

Education Unit

The California School for the Deaf induction program was first accredited by the Commission in 2011. Since that time 20 participating teachers have taken part in the induction programs. All have worked at the campus.

**Table 1
Program Review Status**

	Number of Program Completers (2013-14)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or Admitted 2015-16
General Education Induction	1	2	1
Education Specialist Induction	3	4	2

The Visit

The team members met at the hotel at noon, ate lunch together and discussed the day’s plan for the interviews, and any areas of concern. The team members convened at the school site for an overview and then began with their interviews until 4:30 p.m. A team meeting was held that first night wherein the team identified additional information needed to confirm that the programs were meeting standards. The following day the team continued to interview different constituencies and conducted a Mid-Visit Report at 9:30 Tuesday morning. Interviews of stakeholder groups continued Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Wednesday evening. The presentation of findings for program leadership was held the morning of Wednesday, April 27, 2016. There were no unusual circumstances associated with this visit.

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 California School for the Deaf (CSD) Induction programs are founded on a research based vision grounded in a commitment to rigorous, high quality education for the students, professional and personal development for faculty and staff, and retention of quality teachers. Programs within the school are built on a foundation that incorporates the value of deaf culture and bilingual/biculturalism. The site visit confirms that the programs follow California adopted standards and curriculum frameworks as evidenced through FACT module completion, as well as school-wide initiatives focused on support for new teachers, sound instructional practices and ongoing professional development. The CSD induction coordinator and Curriculum, Assessment, and Media Services (CAMS) supervisor describe integrated training and support provided through new teacher mentors, Bilingual professional development, and the Induction programs.

Although we were unable to interview the CSD superintendent, interviews with site administration indicate a shared understanding and value of ongoing mentoring and coaching, various forms of professional development and school-wide collaboration that leads to best teaching practices and increased student achievement. Members of the Instructional Management Team (IMT) provide input on program design and improvement as evidenced by interviews with IMT members and the CAMS Supervisor. IMT members universally express strong support for the Induction programs and its impact on student achievement and teacher quality and effectiveness.

The Induction Coordinator collaborates with other Cluster Two Induction coordinators and the local public school district. These meetings provide information, training, and opportunities to share successes with other programs and to support and improve the CSD programs. Materials reviewed on site include agendas, training materials and data reports.

Stakeholders consistently shared the importance of these programs in supporting teachers working with students with unique needs. They comment on the bilingual/bicultural nature of

the school and the lack of institution of higher education programs in the area to support teachers in deaf education, reflecting the importance of these programs to the students, teachers and the Deaf community.

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

Assessment occurs at two levels in the CSD Induction programs. Formative and summative assessments of candidates reflect the competence of teachers participating in the programs and the quality of the programs. Program assessment and evaluation from multiple sources provide feedback to program administrators that support positive growth and improvement in the programs and lead to stronger teachers supporting students.

The Induction programs implement the Formative Assessment for California Teachers (FACT) to assess candidate competence. Data collected as part of FACT modules include observations, student work, lesson plans and written reflections. The Induction coordinator works with support providers to monitor completion and submission of FACT activities and documents. The support provider and program coordinator give timely, written, formative feedback to participating teachers at weekly or bi-weekly meetings based on formal and informal observations, portfolio submissions, and other evidence collected and cited in their documentation. If a participating teacher demonstrates a need for specific supports and/or training, the support provider and Induction coordinator, when necessary, provide additional support through meetings and additional training opportunities as appropriate. School principals and teacher specialists are additional resources for assessment and support.

Members of the Instructional Management Team (IMT) provide feedback to the Director of Instruction (DOI) and Curriculum, Assessment, and Media Services (CAMS) Supervisor on the Induction programs within their management areas as well as on PTs and SPs. They actively participate in supporting beginning teachers who may need support in specific areas. They share the importance of the New Teacher Mentor program and the Bilingual Professional Development program which operate separately and in tandem with Induction.

IMT members, other site administrators, support providers, participating teachers, and program completers all note the quality of the programs as well as its importance for the students, school, and teachers. The commitment to meeting the unique needs of deaf students and their teachers

is a critical component in the Induction programs and school-wide professional development. Stakeholder input is important for program improvement and growth.

Rationale:

The programs conducts mid-year and end-of-year interviews and local and state surveys, professional development evaluations, and information gathering to evaluate and assess the needs of the programs for continuous improvement purposes. Survey summaries reviewed at the site and interviews suggest that the programs do not have an effective structure for participating teachers and support providers to evaluate and give input to support program improvement and growth. Although the Instructional Management Team (IMT), consisting of site principals and the Director of Instruction (DOI) and CAMS supervisor, shares that the IMT members are an additional resource for program assessment and evaluation, there is little evidence of program growth or improvement based on assessment and evaluation from various sources.

Standard 3: Resources

Met with Concerns

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

Funding for induction activities is provided from the Division of Instruction budget including salary for the coordinator, professional development, material expenses, and all other activities of the programs. The institution provides qualified personnel, adequate facilities, and other resources for the Induction programs. The coordinator position is funded as 30% of a Teacher Specialist salary. No other resources are specifically allocated for Induction activities.

Rationale:

Interviews reveal that limited fiscal resources are available for professional development for support providers specifically related to mentoring and coaching skill development. An inclusive process to determine resource needs does not appear to be in place with respect to the Induction programs; the CSD Superintendent was not available to discuss resource allocation.

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

The California School for the Deaf has a New Teacher Mentor (NTM) program and a Bilingual Professional Development (BPD) program in addition to Induction. Support providers for the Induction programs are drawn from the Teacher Specialists in the NTM. The Induction coordinator is a 30% position filled by one of the Teacher Specialists in the NTM. The coordinator serves under the leadership of the Director of Instruction and CAMS supervisor and is responsible for the implementation of the approved Induction programs. The job description identifies the roles and responsibilities to include:

- Assisting the supervisor with coordination of the Induction programs
- Organization of training schedules for participating teachers and support providers
- Assisting with researching and designing content and materials for training workshops and meetings

The Induction coordinator, CAMS supervisor, and IMT members shared that they identify support providers from mentors in the New Teacher Mentoring program. Formative assessment training is provided to all new support providers. Training includes orientation to FACT documentation, Induction Standards, CSTPs, and curriculum standards as documented in records reviewed on site. Support provider interviews confirm they receive training around FACT modules and that they have a strong informal support system within the school. They shared that additional training on coaching and mentoring is needed but funds for this type of professional development are limited. The Induction coordinator shared that they have recently been able to participate in online webinars but the content is limited in scope and relevance to deaf education.

Returning support providers attend an orientation meeting at the beginning of the school year to review induction requirements and learn of any program changes. Support providers shared that they are providers of in-house professional development in their areas of expertise for

participating teachers and may attend outside training in their specialty areas, often at their own expense

Program leaders, support providers and professional development providers are reflective of CSD's diverse community. The programs ensure that all induction program personnel are knowledgeable of cultural, ethnic, language/linguistic, cognitive, and gender diversity as documented on the signed Memorandum of Understanding and through ongoing school-wide diversity trainings.

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 part of the hiring process, the Human Resources credential analyst determines eligibility for the induction programs based on Commission-adopted requirements. Because they are specialized programs, teachers are hired not only from California but also from out-of-state. The credential analyst reviews records for all new hires to determine eligibility for participation in Induction. The Human Resources Department advises new hires, the CAMS supervisor, and Induction coordinator of eligibility. Through an interview process, new teachers and coordinators determine the appropriate supports and whether a new teacher should begin Induction or participate in the New Teacher Mentor program and Bilingual Professional Development program.

Documentation reviewed on site confirms that the admission process encourages and supports applicants from diverse populations and hiring decisions are made in compliance with the State of California equal opportunity guidelines.

Employment decisions are based on interviews by a three person panel consisting of members who are reflective of diversity. Applicants also pass an American Sign Language (ASL) proficiency assessment as mandated by California Education Code. Human Resources staff stated that CSD is committed to hiring applicants who have appropriate experiences and characteristics and reflect the diversity of California.

Upon admission to the program, each participating teacher meets with the Induction coordinator and support provider to review program requirements and sign agreements and Memoranda of

Understanding. Participating teachers receive a handbook with professional development schedules, instructions, and program requirements. These serve as a guide for professional development and induction activities throughout the program. Support providers are matched with participating teachers through a group process that identifies strengths and areas of need as well as teaching assignments.

On completion of the program each participating teacher participates in an exit interview and final portfolio review. Program completers have an opportunity to provide feedback through local and state surveys. Interviews with completers reveal that program completers continue to implement strategies learned during their Induction program. Completers share the importance of the reflective practices they learned and continue to implement in their practices. State and local survey results are used for purposes of program improvement as evidenced in interviews with administration, support providers, and program completers.

Standard 6: Advice and Assistance

Met

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

Support providers are assigned to Participating Teachers, and meet with them on a weekly or bi-weekly basis to provide support, review their work, and advise them about their development. Support providers are available at other times as needed. Candidates and program completers report that their Support providers are readily available and offer them valuable support and advice. The Induction coordinator is available to advise candidates at other times and at professional development workshops. In addition, candidates state that the support providers and Induction coordinator gave them timely feedback about their development through the online induction portfolio process and face-to-face meetings. Portfolio documents and survey summaries reviewed at the site confirmed that the coordinator and support providers are available to each candidate for advice and assistance.

The Induction coordinator and support providers monitor participating teachers' progress using an online portfolio system. If a participating teacher seems to be falling behind the pacing guide, the coordinator inquires with the participating teachers and support providers about their progress. If it appears that special assistance is needed to meet induction standards required for completion in the timeframe allocated, the support provider and Induction Coordinator will meet with the participating teacher to develop an Action Plan. Documents reviewed at the site

(collaboration logs, rubrics, portfolios) confirmed that candidates receive regular updates and feedback about their progress.

Standard 7: Field Experience and Clinical Practice

Met

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.

Findings

CSD’s two year Induction Programs with an Early Completion Option allows candidates, with the assistance of their support provider, to engage in a variety of clinical or field experiences and activities that enable them to develop the skills to educate and support all students effectively with an emphasis on deaf education pedagogy. Candidates report that the sequence of activities they experienced contributed to their ability to educate and support all students effectively. Documents reviewed at the site (FACT documents, FACT pacing, collaboration logs, workshop/seminar attendance sheets) confirm that there is a planned sequence of experiences for candidates. In addition, support providers report that their analyses of candidate work guided them in providing additional support.

Support providers are selected from the Teacher Specialist pool that is part of the CAMS department. Candidates for this position must a) have three years of teaching experience and effective interpersonal skills; b) be leaders in their schools; and c) be able to communicate well with other professionals. Participating teachers and program completers report that their support providers were experienced and effective in supporting them. They consistently note the importance of self-reflection. IMT members report that they collaborate with the Induction coordinator to assign effective support providers. Documents reviewed at the site (participating teacher/site provider match list, participating teacher mid-year and year-end local and state surveys) confirm that support providers are effective in supervising the candidates.

During both years of induction, using the Formative Assessment for California Teachers (FACT) Context for Teaching Module, participating teachers develop a profile of their students, school, district and community, in order to understand their learning context. Participating teachers and program completers reported that the activities required by the formative assessment system provided them opportunities to understand and address issues of diversity and to develop research-based strategies for improving student learning. Documents reviewed at the site (self-

assessments, exit interviews, local and state mid-year and year-end surveys) confirm that the FACT modules helped candidates develop research-based strategies.

The Induction coordinator shared that in addition to site professional development opportunities, participating teachers often attend outside workshops and seminars. Participating teachers are encouraged to report and record these hours as part of their Induction program. For all in-house and outside professional development programs, participating teachers complete a reflection log that becomes part of the Induction portfolio.

Standard 8: District-Employed Supervisors

Not Applicable

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

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.

The FACT system is composed of four performance-based, job-embedded modules to support participating teachers as they develop their practice. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the *CSTPs* and the Induction Standards while incorporating the K-12 California Common Core Standards as well as Early Childhood Education standards and Early Start programming. Candidates report that the activities in the FACT system helped them develop knowledge and skills necessary to support all students. Documents reviewed at the site (exit interview rubrics/scores) confirm that candidates can demonstrate the knowledge and skills to effectively support students.

The Induction coordinator maintains a database that includes information such as formative assessment progress, portfolio completion, seminar attendance, and monthly logs. The Induction coordinator states that all documents are reviewed by the support provider, Induction coordinator, DOI, and CAMS supervisor for alignment with Commission-approved standards and requirements prior recommendation for the clear credential. Documents reviewed at the site (portfolios, exit interview rubrics/scores) confirm that candidates have met the competency requirements.

**Program Standards
Clear Education Specialist Induction
and
Clear General Education (MS/SS) Induction**

Program Design

The two induction programs offered by the California School for the Deaf, the Clear Education Specialist Induction and General Education (Multiple Subject/Single Subject) induction programs, allow teachers of the deaf to clear their Level I or Preliminary Educational Specialist credentials (Deaf/Hard of Hearing) and/or their general education credentials through a rigorous program of mentoring, study, fieldwork and professional development.

The California School for the Deaf-Fremont (CSD-F) Induction programs are based upon the FACT system, a widely used system of formative assessments and supports for beginning teachers. CSD's programs are unique in that it is specifically tailored to meet the professional needs of teachers of the deaf, and it is founded upon the frameworks of Bilingualism and Biculturalism.

While the most recent CTC feedback on the Biennial Report indicates that CSD-Fremont should form a multidisciplinary Induction Program Advisory Committee, this committee has not been formed yet. CSD staff stated that this would happen soon, and that they would solicit support and participation from within the school, as well as from the region and from the Deaf Education community.

CSD-Fremont maintains collaborative ties with Induction Cluster 2 Consortium by attending meetings sponsored by the consortium. At this time, CSD Fremont does not have active ties with institutions of higher education in the area. Part of this is due to the shrinking pool of institutions of higher education that offer credentials and programs for deaf studies or for DHH credential authorizations. However, administrators were quite receptive to partnering with institutions of higher education that maintained healthy and active Deaf Studies programs and DHH Credential pathways for future teachers at CSD-Fremont.

CSD-Fremont incorporates a purposeful, logical sequenced structure of professional development through the Formative Assessment for California Teacher (FACT) process, designed to improve teaching practice using the following foundations: the California Standards for the Teaching Profession (CSTP), Induction Program Standards, and the K-12 Academic Content Standards for Students and California Frameworks. In collaboration with a support provider, participating teachers assess their practice against a set of specific criteria and then develop an Individual Induction Plan (IIP). The IIP includes professional growth goals and outlines specific strategies for achieving these goals, such as professional development workshops/seminars, university courses, professional articles, networking, and/or observation of experienced teachers. The support provider and participating teacher collaboratively review the IIP

throughout the inquiry process, monitoring and documenting the participating teachers' progress toward completion of the defined goals.

Participating teachers are assigned a support provider from their school and at their grade level and their specialty area, whenever possible. Current participating teachers and Induction program completers expressed satisfaction that they were matched with service providers with the specific subject area expertise to effectively mentor them.

While there is no minimum number of professional development hours required for program completion, participating teachers have many opportunities to participate in a variety of activities throughout the year. CSD-Fremont holds a new teacher orientation before the start of school for both teachers new to the profession and teachers new to the school. In addition, CSD-Fremont conducts professional development each fall and spring for participating teachers, support providers, and administrators. Some of the sessions offered include English Learner Development Standards Overview, Cultural Proficiency Training, Literacy with Social Studies/ Technical Subjects, and Cooperative Learning. Other ongoing professional development is focused on Common Core State Standards implementation. Participating Teachers keep a log of the professional development sessions they have attended each year, identifying the related California Standards for the Teaching Profession, and upload it to their electronic portfolios.

Although there have been changes at the program leadership level in recent years as noted by current staff, the programs have continued to thrive due to enthusiasm for and commitment to providing an opportunity for holders of Preliminary credentials to clear those credentials in a setting supportive of bilingual/bicultural deaf education. Principals and members of the Instructional Management Team, all reported that the addition of the Induction programs and their mentorship of newly credentialed teachers had an extremely positive effect on their own practices while invigorating the enthusiasm of the faculty as a whole. Program completers shared that going through the Induction programs at CSD-F supported their pedagogical knowledge and skills by giving them a framework from which to plan instruction and curriculum.

Course of Study

The California School for the Deaf—Fremont (CSD-F) Induction Programs utilizes the Formative Assessment of California Teachers (FACT) as an organizing structure for providing each participating teacher with job-embedded professional development. The programs affords an opportunity for participating teachers to engage in a series of structured critical thinking tasks in collaboration with their assigned support provider. The main purpose of FACT modules is to deepen the participating teacher's understanding and implementation of the *California Standards for the Teaching Profession* (CSTP) and the K-12 California Content Standards to support success for all students. This is accomplished by focusing on the on-going process of planning and teaching standards-based lessons, reflecting on the results of this planning and teaching, and then making informed choices about instructional practice.

During the Initial Self-Assessment of Teaching Practice, participating teachers, with support provider guidance, identify strengths and areas for growth. The self-assessment is used in the development of Individual Induction Plans (IIP) outlining inquiries into practice. Participating teachers select three focus students (an English learner, Special Population student, and a third to round out the range) in order to inform the selection of differentiated instructional strategies to ensure equitable student achievement. Participating teachers develop an action plan, implement that action plan, reflect on collected evidence, and apply new learning to future practice. Year 1 participating teachers complete one inquiry and Year 2 participating teachers complete two inquiries. At the end of both Year 1 and Year 2, participating teachers reflect on and summarize the growth made during Induction. At the end of their second year, induction participants participate in an exit interview.

Participating teachers complete both local (mid-year and end-of-year) surveys and the state survey. The results are used by the program leadership to identify areas of strength and areas of need related to support provider services. Support providers reported that the program coordinator shares the survey results with them.

Monthly Support Provider Logs are monitored by the program coordinator to ensure that support providers meet regularly with participating teachers, provide a variety of services, and complete FACT events according to the timeline.

Assessment of Candidates

Candidates are assessed for program competencies through the use of the self-assessment, monthly logs, verification of completion forms, and the exit interviews.

Year 1 participating teachers complete the Initial Assessment of Teaching Practice, during which they consider their prior knowledge and skills from teacher preparation, their current context for teaching, and the evidence gathered through observation by their trained support provider. Following the observation, the PT uses the Continuum of Teaching Practice to self-assess the level of practice for the California Standards for the Teaching Profession. The participating teacher also describes his/her practice on Induction Standards 5 and 6. These two self-assessment activities are also completed at the end of Years 1 & 2, and appear in each participating teacher's electronic portfolio.

Support providers document the participating teacher's progress through the FACT modules on monthly logs and verification of completion forms. These are submitted to the support provider, who identifies the items needing completion/submission. The participating teachers are invited to indicate on the form what kind of additional assistance is needed.

Online portfolio documents are checked as they are uploaded. Interviews with participating teachers and review of on-line portfolios revealed that portfolio documents are read within a few days of receipt, and timely feedback is given as to whether a document is acceptable or needs to

be revised.

Once all modules are completed satisfactorily and the portfolio is completed, the support provider recommends a review of the file by other members of the review team and a final recommendation is determined.

Findings on Standards: Clear Education Specialist Induction

After review of the institutional report, supporting documentation, the completion of interviews with participating teachers, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Clear Education Specialist Induction credential program, with one exception: Standard 3, which is **Met with Concerns**.

Rationale:

Program Standard 3: Support and Professional Development Providers **Met with Concerns**

In interviews, support providers indicated that they receive an initial orientation to the FACT modules and the assessment and feedback procedures contained in the modules. However, support providers stated that there were little or no opportunities for them to take part on-going professional development to help them develop mentorship skills.

Findings on Standards: General Education (MS/SS) Induction

After review of the institutional report, supporting documentation, the completion of interviews with participating teachers, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Multiple Subjects/Single Subjects Induction Program, with one exception: Standard 3, which is **Met with Concerns**.

Rationale:

Program Standard 3: Support Professional Development Providers **Met with Concerns**

In interviews with Support Providers for the MS/SS Induction Program, providers stated that they are not provided with opportunities for professional development to help them develop mentorship skills or to increase their knowledge of the *California Standards for the Teaching Profession, Effective Teaching Standards*.