

**Recommendation to Remove Stipulations for the  
California School for the Deaf  
June 2017**

**Overview of this Report**

On June 14, 2016, The Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation with Stipulations** to California School for the Deaf and its induction programs. Due to issues identified by the accreditation team with respect to Common Standard 2 (Unit and Program Assessment and Evaluation) and Common Standard 3 (Resources), California School for the Deaf is required to submit a report addressing all stipulations within one year of the Committee on Accreditation action, indicating progress in addressing those areas of concern.

**Recommendation:**

That the COA accept the report from California School for the Deaf, and change its accreditation status from **Accreditation with Stipulations** to **Accreditation**.

**Background**

A site visit was held at California School for the Deaf (CSD) from April 25-27, 2016; the report of that visit was presented to the Committee on Accreditation at its June 2016 meeting ([https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2016-06/2016-06-item-31.pdf?sfvrsn=1880b7c6\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2016-06/2016-06-item-31.pdf?sfvrsn=1880b7c6_0)). The COA assigned the status of **Accreditation with Stipulations** and required quarterly reports and a year 7 report addressing all stipulations. The stipulations were as follows:

- 1) The California School for the Deaf must 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.
- 2) The California School for the Deaf is to 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.
- 3) The California School for the Deaf is to provide evidence that all support providers are provided with opportunities for professional development to support mentoring.
- 4) That within one year, a report is to be submitted to the Commission addressing steps taken in meeting the requirements addressed in all of the stipulations listed above.

5) Quarterly reports are to be submitted to the Commission throughout the year addressing steps taken to meet the requirements addressed in Stipulation 2.

In accordance with the stipulations, the California School for the Deaf has provided the following quarterly reports and they have been presented and discussed at previous COA meetings:

July 2016 and November 2016

[https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2016-11/2016-11-item-15.pdf?sfvrsn=c68a0491\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2016-11/2016-11-item-15.pdf?sfvrsn=c68a0491_0)

March 2017: [https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2017-03/2017-03-item-08.pdf?sfvrsn=bae345b1\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2017-03/2017-03-item-08.pdf?sfvrsn=bae345b1_2)

This report is to address the institution's progress with respect to standards identified as met with concerns during the site visit; those Common Standard and the rationale for the finding were as follows:

### **Common Standard 2 (Unit and Program Assessment and Evaluation)**

**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.*

### **Common Standard 3 (Resources)**

**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.*

The required 7<sup>th</sup> year report submitted to the Commission on June 14, 2017 outlining actions taken by California School for the Deaf is included as Appendix A. The evidence is not included in this agenda item but was reviewed by staff. The report describes progress with respect to the Common Standards identified. Commission staff have reviewed this report and the extensive documentation provided to substantiate the progress described in the report.

## Appendix A

### 7th Year Report of Progress California School for the Deaf, Fremont

June 2017

#### Overview of this Report

On April 25-27, 2016, the Accreditation Team visited California School for the Deaf (CSD) and assigned the status of Accreditation with Stipulations to our Induction program here at CSD. The team reviewed each of the eight Common Standards and determined that six of the Common Standards were met, and two were Met with Concerns (Common Standards 2, Unit and Program Assessment & Evaluation) and Common Standard 3 (Resources). As a result of this decision, CSD has been expected to submit four (4) quarterly reports over the course of a year and to submit a 7th year report within one year of the Committee on Accreditation action, indicating progress in addressing these areas of concern.

#### Recommendation

CSD has been expected to submit quarterly reports throughout the year to show progress on each stipulation and to submit 7th year report at the end of the year.

#### Background

A site visit was held at CSD from April 25-27, 2016. The report of that visit was presented to the Committee on Accreditation (COA) at its June 2016 meeting. See:

[https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2016-06/2016-06-item-31.pdf?sfvrsn=1880b7c6\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2016-06/2016-06-item-31.pdf?sfvrsn=1880b7c6_0)

The COA assigned the status of Accreditation with Stipulations and required a 7th Year report to follow up on Common Standard 2 and Common Standards 3.

#### Common Standard 2 (Unit and Program Assessment and Evaluation) Rationale

The 2016 site visit team found evidence that the program had two levels of assessment. One level was the formative and summative assessments of candidates to reflect the competence of teachers participating in the programs and the quality of the programs. The other was a program assessment and evaluation from multiple sources to provide feedback to program administrators that support positive growth and improvement in the programs and lead to stronger teachers supporting students.

Pages 8-9 on the report outlines the findings of site visit team with respect to Common Standard 2: There are mid-year and end-of-year interviews and local surveys, professional development evaluations, and information gathering to evaluate and assess the needs of the program for continuous program improvement purposes. Even with these, survey summaries reviewed at the site and interviews suggested that the programs did 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 (now called CORE) supervisor, shares that the IMT members are an additional resource for program assessment and evaluation, there were little evidence of program growth or improvement based on assessment and evaluation from various sources.

The COA asked that CSD 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.

### **Steps taken by CSD to address Common Standards 2**

CSD submitted quarterly reports to show evidence of improvement with new survey questions geared toward the Induction program by involving program participants, completers and stakeholders. Resources and information of the program were allocated into three areas: Google Drive, Edmodo, and CSD website. California Standards for Teaching Profession (CSTPs) were reviewed and an Advisory Council was established consisting of IMT members and two administrator/personnel staff).

### **Standard 3: Resources**

The 2016 site visit team found evidence that the program had funding for induction activities but were not specifically allocated for it. There is funding provided from the Division of Instruction budget that includes salary for the coordinator, professional development, material expenses and all other activities of the program. There are qualified personnel, adequate facilities and resources available for the program. Page 9 of the report show findings that there is limited fiscal resources available for professional development for support providers specifically related to mentoring and coaching skill development. Resource allocation information was not available to the site visit team since the previous CSD Superintendent was not present.

The COA asked that CSD provide evidence of the budget allocated specifically for the program and to set aside funding for professional development for support providers in the area of mentoring and coaching.

### **Steps taken by CSD to address Common Standards 3**

CSD submitted quarterly reports to show evidence of improvement by having the BTSA coordinator and some support providers to attend two coaching trainings and to bring information back to CSD to train the remaining support providers.

### **Progress**

The required 7<sup>th</sup> year report submitted to the Commission in June 2017 outlines actions taken by CSD as shown below.

1st and 2nd quarterly report (July 29 & September 20)- November 2016, see <https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2016-11/2016-11->

[item-15.pdf?sfvrsn=c68a0491\\_0](#)

3<sup>rd</sup> quarterly report- March 13, 2017, see [https://www.ctc.ca.gov/docs/defaultsource/educator-prep/coa-agendas/2017-03/2017-03-item-08.pdf?sfvrsn=bae345b1\\_2](https://www.ctc.ca.gov/docs/defaultsource/educator-prep/coa-agendas/2017-03/2017-03-item-08.pdf?sfvrsn=bae345b1_2)

4<sup>th</sup> quarterly report- June 2017, see table below:

<b>Stipulation</b>	<b>Program Response 4<sup>th</sup> Quarter Report</b>
<p>1) The California School for the Deaf must 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.</p>	<p><b>Establish a formal advisory council</b></p> <p>We have set a goal to have a meeting on a monthly basis that consists of our IMT team and two personnel staff to review BTSA progress.</p> <p>As of January 2017, we have met with the advisory council on a monthly basis to review our progress and share updated information.</p> <p>6/17 We met monthly until May 2017. We determined that we will meet three times a year starting September 2017.</p> <p><b>Review CSTP Evaluation System</b></p> <p>Principals who are directly supervising participating teachers will be sure to include at least one CSTP from Standard 2 to tie in with the standard PT chooses for their IIP.</p> <p>Principals who are directly supervising participating teachers will be reviewing Continuum of Teaching Practice (CTP).</p> <p>Participating teachers have included at least one CSTP from Standard 2 on their IIP.</p> <p>Principals who are directly supervising participating teachers will be including at least one CSTP from Standard 6 to help them develop as professional educator and tie it in with the Induction program.</p> <p>Principals and supervisors with participating teachers in the BTSA program will attend our end of the year Colloquium.</p>

	<p>6/17 Our Colloquium was set for May 22, 2017 for three of our PTs and two of the three principals were in attendance.</p> <p>6/17 We are still working on identifying two personnel staff to join our advisory council. We have identified that one person should be from Human Resources department since they assist with the credential process.</p> <p>Develop feedback loops for previous completers</p> <p><b>Develop survey</b></p> <p>As of 9/2016, survey has been formed on Google Forms with 10 questions using Likert scale, short answers and multiple choices.</p> <p>6/17 Survey will be distributed in June of 2017.</p> <p><b>Centralizing information</b></p> <p>Google Drive was set up last year.</p> <p>We are currently working on setting up a Google Site to centralize all information in one place for easy access for reporting purpose.</p> <p>Induction information is being added to Google drive.</p> <p>6/17 We are currently in the process of adding more information on our Induction page on the school website.</p> <p>We are continuing to use Edmodo as a central site for our Participating Teachers to get resources and training information as well as a place to submit their work in order to create their e-Portfolio.</p>
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	<p>6/17 It was decided that e-Portfolio will be shared with teachers at the end of the program for their own portfolio and resource needs. It will be distributed over the summer.</p>
<p>2. That the institution provides 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.</p>	<p><b>Seek a line item in the school budget for BTSA program</b></p> <p>Our Dean of Instruction is currently waiting for a budget line from Business office.</p> <p>The Business office has been consulted and a budget line has been set.</p> <p><b>Establish funding for any BTSA support needs</b></p> <p>Once we identify a mentoring/leadership workshop/conference to attend, we will determine the funds needed or we will put in an approximate cost expected (i.e. \$2,000)</p> <p>The training we attended in November of 2016 (High- Impact Professional Learning with Jim Knight) was covered by the funds set aside.</p> <p>6/17 There was a follow up training in May of 2017 on this topic with Corwin Press and the BTSA coordinator was in attendance. Funding for this training was also set aside.</p>
<p>3. That the institution provides evidence that all Support providers are provided with opportunities for professional development to support mentoring.</p>	<p><b>Support provider training plan in place</b></p> <p>We will have monthly support provider training during our department meeting.</p> <p>Our department meeting agenda has not allowed for sufficient time with training. We have met outside of our department meeting.</p> <p>We will incorporate our PLC (Mentoring) with resources from two different organizations (Mentoring Works &amp; Mentoring with Lois Zachary.)</p>

	<p><b>Identification of workshops for Support Providers</b></p> <p>We have signed up for notices from Mentoring Works for upcoming workshops/conferences and will submit paperwork needed to attend.</p> <p>We attended a workshop, High-Impact Professional Learning with Jim Knight, on November 14, 2016.</p> <p>6/17 There was a follow up training in May of 2017 on this topic with Corwin Press and the BTSA coordinator was in attendance.</p> <p>6/17 Our Support Providers will receive training from the coordinator this coming August. Our advisory council will receive this information in September.</p>
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**Quarterly Report**

The site visit that we had at CSD in the spring of 2016 was a learning experience and it helped us put our whole program in a positive perspective. This also helped us study our program to see what was working and what was not working. The report we received from the team was very beneficial and it helped us get things organized and to find ways to improve our program. The process of submitting quarterly reports in July, September, March and June has helped our program make progress toward areas that needed to be worked on. Writing reports and putting it on paper helped to put things in perspective and to see how much we were actually progressing. We continue to acknowledge what we can do to improve our Induction program further. Thank you for your assistance and encouragement with our program. We want to strive for the best.

**Next Steps**

CSD has compiled with the COA request for four quarterly reports throughout the year and the 7th year report to be submitted in a timely manner. If additional information is needed in the future, CSD will work to ensure that the information is sent in.