

**Report of Actions Taken by California School for the Deaf, Fremont
To Address Stipulations
November 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. The program was required to submit quarterly reports on their progress and a seventh year report addressing all stipulations. [June 2016 Report](#) Two of the stipulations were removed in June of 2017 and two of the stipulations were maintained with additional action required by the institution to address the remaining stipulations. The June 2017 report can be accessed here: [June 2017](#)

Recommendation:

That the COA remove the remaining two stipulations (stipulation 1 and 4), and grant the institution the status of Accreditation.

Background

From the April 2016 site visit, the Committee on Accreditation assigned five stipulations to the California School for the Deaf. The School reported on a quarterly basis what they were doing to address these stipulations, and at the June 2017 COA meeting made the following decision on the stipulations:

Stipulation	Action by COA at June 2017 Meeting
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.	More information required
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.	Removed Stipulation
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.	More information required
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.	Removed Stipulation
5. Quarterly reports are to be submitted to the Commission throughout the year addressing steps taken to meet the requirements addressed in Stipulation 2.	Removed Stipulation

The California School for the Deaf, Fremont provided an updated report in October 2017 to address the two remaining stipulations.

Regarding Stipulation 1, in the Fall of 2017 the program revisited the advisory council member membership and expanded the membership to include a variety of stakeholders. This creates an infusion of knowledge about the pedagogy in teaching Deaf children in order to make sure that the induction program is continuously updated and relevant.

Advisory Council members include:

- Fremont Unified School District (FUSD)- Kristina Najarro (Induction Program Coordinator)
- University of California at San Diego (UCSD)- Bobbie Allen (Teacher Training Program)
- Diagnostic Center North (DCN) Robin Zane (Director & former BTSA Director at CSDF)
- California School for the Deaf (CSDF)- Clark Brooke (Superintendent)
- California School for the Deaf (CSDF)- Len Gonzales (Director of Instruction)
- California School for the Deaf (CSDF)- Alphonsus Daas (Business Manager)
- California School for the Deaf (CSDF)- Peggy Atwell (Human Resources Director)
- California School for the Deaf (CSDF)- Yi-Cheng Kashita (Credential Analyst)
- California School for the Deaf (CSDF)- Rory Osbrink (Middle School Principal)
- California School for the Deaf (CSDF)- Danielle Saltzman (Teacher & former BTSA Participating Teacher)
- California School for the Deaf (CSDF)- David Eberwein (Induction Program Director, CORE Supervisor, and Advisory Committee Chair)
- California School for the Deaf (CSDF)- Kate Kovacs (Literacy Coach Teacher Specialist & Induction Coordinator)
- California School for the Deaf (CSDF)- Laura Peterson (Literacy Coach Teacher Specialist & Induction Support Provider)

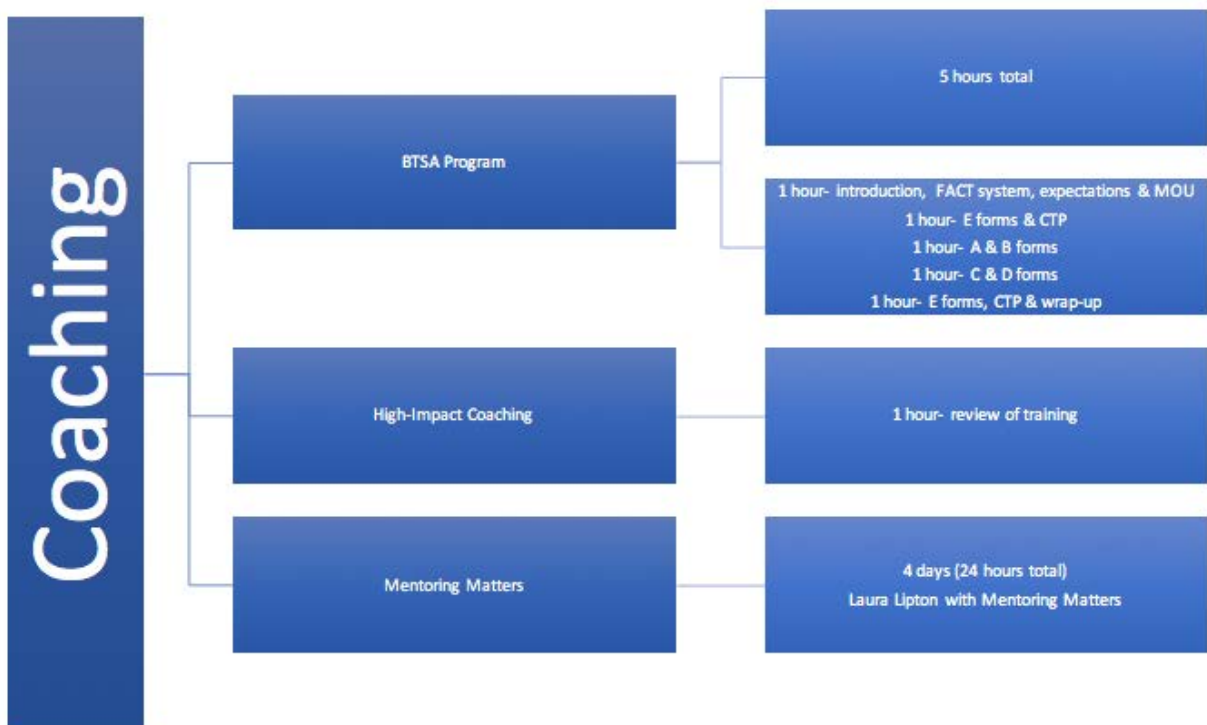
This council will meet 3 times a year as decided last spring. Dates have been set tentatively for the months of November 2017, February 2018 and April 2018. Meetings will be held on the CSD campus and via videoconference for some members who are participating remotely.

Tentative topics will include 1) review of current induction program at CSD, 2) updated standards, 3) credential requirements, 4) discussions on how to train and support the support providers in the area of coaching and mentoring, and 5) ensure ongoing evaluation of the induction program for improvement.

As of September, 2016, a survey to capture feedback from completers was developed on Google Forms with 10 questions using a Likert scale, short answers, and multiple choice questions. The survey was first distributed in June of 2017. This information was shared with the Advisory Council to discuss any weaknesses in the program or any other areas for improvement.

Stipulation 3 requires evidence that all support providers are provided with opportunities for professional development to support mentoring. Coaches and supervisors have begun attending

trainings throughout the year. Their coordinator has begun attending Cluster 2 trainings, and in May of 2017 had follow up training with Success Factors in Coaching. With school reconvening in August, the Coordinator reviewed all her training with the Support Providers, to ensure all have the needed information to give the required support. In September of 2017 training began with two Support Providers that had been assigned PTs this year. This training will consist of five meetings throughout the year on FACT training and review of the required logs, checklists and expectations of the Support Providers and the PTs. All coaches and supervisors have been scheduled to go through a Laura Lipton of Mentoring Matters 4 day training beginning in March of 2018.



Appendix A

Revised 7th Year Report of Progress California School for the Deaf, Fremont October, 2017

This report is a revision of our 7th year report that addresses areas of concern expressed by the Commission in June of 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 a 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

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 attend two coaching trainings to bring information back to CSD to train the remaining support providers.

Progress

The required 7th 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

3rd quarterly report- March 13, 2017, see [https://www.ctc.ca.gov/docs/default-](https://www.ctc.ca.gov/docs/default-source/educator-prep/coa-agendas/2017-03/2017-03-item-08.pdf?sfvrsn=bae345b1_2)

[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)

4th quarterly report- June 2017

Responses to suggestions made by the Commission in June of 2017 are included below:

Stipulation	Program Response 4 th Quarterly Report
<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>Establish a formal advisory council</p> <p>Fall 2016: We set a goal to have meetings on a regular basis that consisted of our IMT team and two personnel staff to review BTSA progress.</p> <p>As of January 2017, we met with the advisory council on a bi-monthly basis to review our progress and share updated information.</p> <p>We met bi-monthly from January until May 2017. We determined that we will meet three times a year starting in September 2017.</p> <ul style="list-style-type: none"> • January 2017- BTSA Updates • March 2017- Cluster 2 Training information sharing • May 2017- Colloquium/end of year wrap up <p>Fall 2017: We revisited the advisory council member list and created a new list to include a variety of stakeholders. This will create an infusion of knowledge about the pedagogy in teaching Deaf children in order to make sure that the BTSA program is continuously updated and relevant. We sent out invitations, and the following members have accepted:</p> <p>Council members include:</p> <ul style="list-style-type: none"> • Fremont Unified School District (FUSD)- Kristina Najarro (BTSA Induction Program Coordinator) • University of California at San Diego (UCSD)- Bobbie Allen (Teacher Training Program)

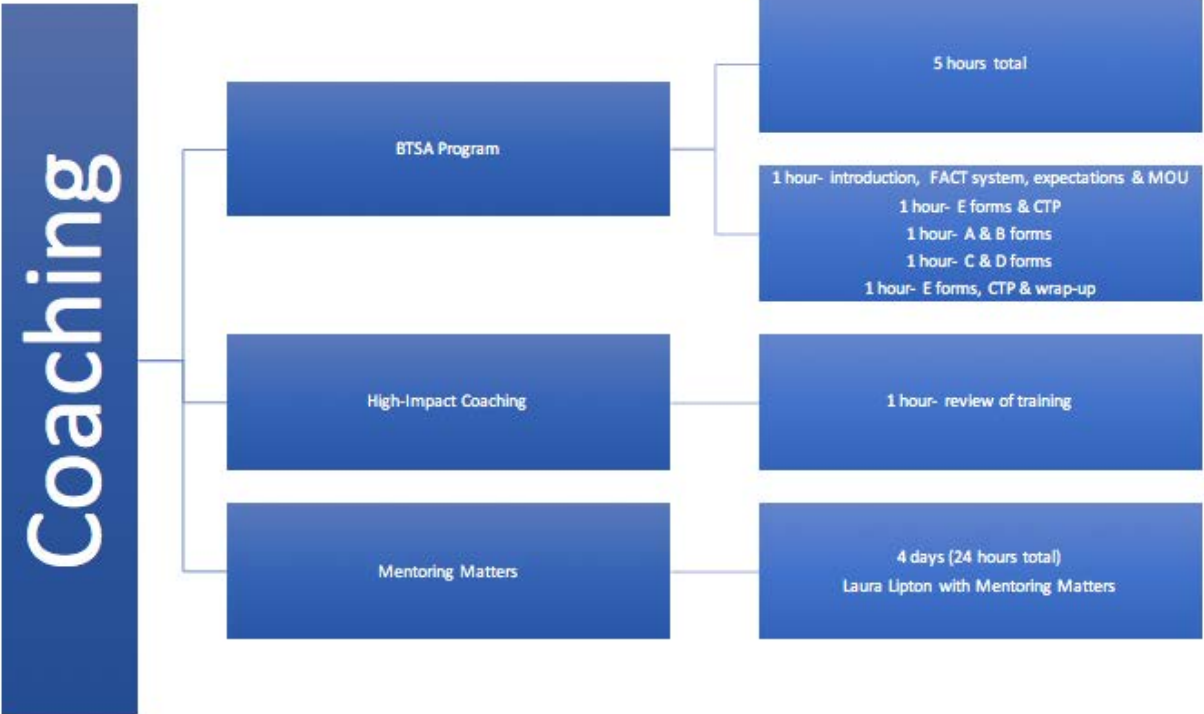
	<ul style="list-style-type: none"> • Diagnostic Center North (DCN) Robin Zane (Director & former BTSA Director at CSDF) • California School for the Deaf (CSDF)- Clark Brooke (Superintendent) • California School for the Deaf (CSDF)- Len Gonzales (Director of Instruction) • California School for the Deaf (CSDF)- Alphonsus Daas (Business Manager) • California School for the Deaf (CSDF)- Peggy Atwell (Human Resources Director) • California School for the Deaf (CSDF)- Yi-Cheng Kashita (Credential Analyst) • California School for the Deaf (CSDF)- Rory Osbrink (Middle School Principal) • California School for the Deaf (CSDF)- Danielle Saltzman (Teacher & former BTSA Participating Teacher) • California School for the Deaf (CSDF)- David Eberwein (BTSA Program Director, CORE Supervisor, and Advisory Committee Chair) • California School for the Deaf (CSDF)- Kate Kovacs (Literacy Coach Teacher Specialist & BTSA Coordinator) • California School for the Deaf (CSDF)- Laura Peterson (Literacy Coach Teacher Specialist & BTSA Support Provider) <p>We determined that we will meet 3 times a year as decided last spring. Dates have been set tentatively for the months of November 2017, February 2018 & April 2018. Meetings will be held on the CSD campus in a conference room and via videoconference for some members who are participating remotely.</p> <p>Topics will include 1) review of current induction program at CSD, 2) updated standards, 3) how we can align to be sure we are meeting credential requirements to clear our teachers, 4) discussions on how to train and support our support providers in the area of coaching and mentoring, and 5) ensure we have ongoing evaluation of the induction program for improvement.</p> <p>CSD receives information/training on best practices and instruction for Deaf students from current research such the Visual Language & Visual Learning Center and Clerc Center.</p>
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	<p>Requests have been made to teacher training programs at California State University, Northridge, Gallaudet University, National Technical Institute for the Deaf (NTID), University of California at San Diego (UCSD), and Utah State University for assistance with updating our knowledge of research in the field. The universities are compiling book lists for our teacher specialists who serve as mentor teachers and Support Providers that reflect the most current knowledge and pedagogy for instructing Deaf students.</p> <p>Review the CSTP Evaluation System</p> <p>Annually, each teacher at CSD sets three goals designed to improve their instruction. Principals who directly supervise Participating Teachers make sure to include at least one CSTP from Standard 2 to tie in with the standard the PTs choose for their IIP. They also ensure that Standard 6 is reflected in the goals as PTs are developing as professional educators.</p> <p>Principals who are directly supervising participating teachers review the Continuum of Teaching Practice (CTP).</p> <p>Principals and supervisors with participating teachers in the BTSAs program will attend our end-of-the-year Colloquium. In the past year, our Colloquium was set for May 22, 2017 for three of our exiting PTs, and two of the three principals supporting these teachers were in attendance.</p> <p>Develop feedback loops for previous completers</p> <p>As of September, 2016, a survey has been developed on Google Forms with 10 questions using a Likert scale, short answers, and multiple choice questions. The survey will be distributed in June of 2017.</p> <p>Centralizing information</p> <p>Google Drive was set up last year.</p> <p>We have a Google Site to centralize all information in one place for easy access for reporting purposes. Induction</p>
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	<p>information is being added to the Google drive. We also have an 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. The completed e-Portfolios are distributed to the PTs during the summer for their own needs.</p>
<p>3. That the institution provides evidence that all Support providers are provided with opportunities for professional development to support mentoring.</p>	<p>Support provider training plan in place:</p> <p>Support Providers meet with the BTSA Coordinator to expand their mentoring knowledge and skills. The first meeting is with all teacher specialists who provide mentoring support on the Seven Success Factors for Coaching Programs training provided by Jim Knight.</p> <p>During the 2017 to 2018 school year, Support Providers will be given training on the PLC model from Solution Tree and on Mentoring Matters with Mentoring Works.</p> <p>Identification of workshops for Support Providers:</p> <p>A group of coaches and supervisors attended a workshop, High-Impact Professional Learning with Jim Knight, on November 14, 2016.</p> <p>The BTSA Coordinator attended three Cluster 2 trainings (October 2016, January 2017 & April 2017) to get information on updated standards and credentialing.</p> <p>There was a follow up training in May of 2017 on success factors in coaching with Corwin Press, and the BTSA Coordinator was in attendance.</p> <p>The BTSA Coordinator reviewed this training and principles during a meeting in August, 2017.</p> <p>In August, 2017, contact was made with Laura Lipton of Mentoring Matters to develop a contract and train our coaches and supervisors in March of 2018. The mentoring training is usually a four day foundation conducted in two sets of two days, ideally around 3-6 weeks apart. There is a fairly detailed description of the foundation training on the website (www.miravia.com).</p>

	<p>In September, 2017, training began with two Support Providers who have been assigned to PTs this year. Training will be for one hour five times throughout the year to study FACT forms and monitor the PTs' progress.</p> <ul style="list-style-type: none"> • FACT Training and intro to PT training: • September-1 hour- intro, logs, checklist, expectations, & MOU. • October- 1 hour- E forms and CTP .5 hour -A forms .5 hour- B forms • November- 1 hour -C forms and D • January- 1 hour DHH Standards and E Forms/CTP <p>November 2017- Cluster 2 Training has been set up in San Francisco, CA.</p> <p>December 2017-Kate Kovacs & Laura Peterson will attend the Teacher Induction Conference in Fresno, California.</p> <p>February 2018- Cluster 2 Training will be held at St. Mary's College in Moraga, CA.</p> <p>April 2018- Cluster 2 Training will be held in Milpitas, CA.</p> <p>Quality Support Providers Program:</p> <p>How many hours of training is required for each mentor?</p> <ul style="list-style-type: none"> • Introduction & FACT study, 5 hours • High Impact coaching, 1 hour • Mentoring Matters, 4 days (24 hours) <p>Who mentors the support providers and monitors their coaching skills?</p> <p style="padding-left: 40px;">The BTSA Program Director and the BTSA Coordinator</p> <p>What measurement is used to evaluate the support providers and their skills?</p> <ul style="list-style-type: none"> • The end-of-year survey and mid-year survey to PTs • FACT Training discussions • Performance evaluations done by the Program Director <p>What feedback do the support providers receive and where does it come from?</p> <p style="padding-left: 40px;">Surveys from the PTs & SPs</p>
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	<p>How is this feedback used to improve the program? Changes are made as needed; for example, PTs wanted to be able to access FACT forms outside of Edmodo, so a folder on Google Drive was created and shared with current PTs and SPs.</p>
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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.