# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Sutter County Superintendent of Schools

## Professional Services Division

## June 2021

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Sutter County Superintendent of Schools**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

### Common Standards and Program Standard Decisions
### For All Commission Approved Programs Offered by the Institution

| Common Standards | Status |
|---|---|
| 1) Institutional Infrastructure to Support Educator Preparation | Met |
| 2) Candidate Recruitment and Support | Met |
| 3) Course of Study, Fieldwork and Clinical Practice | Met |
| 4) Continuous Improvement | Met |
| 5) Program Impact | Met |

### Program Standards

| Programs | Total Program Standards | Met | Met with Concerns | Not Met |
|---|---|---|---|---|
| Teacher Induction | 6 | 6 | 0 | 0 |
| Career Technical Education | 16 | 16 | 0 | 0 |
| Clear Administrative Services Credential | 5 | 4 | 1 | 0 |

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 Documentation and Evidence
- 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:**          **Sutter County Superintendent of Schools**

**Dates of Visit:**       **April 26-28, 2021**

**Accreditation Team Recommendation: Accreditation**

### Previous History of Accreditation Status

| Accreditation Reports | Accreditation Status |
|---|---|
| Date: April 2012 Site Visit Report | Letter of Accreditation |

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team 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:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards for Teacher Induction and Career Technical Education were met. One of the standards for the Clear Administrative Services Credential (Standard 2: Program Collaboration, Communication, and Coordination), was met with concerns, and all the other program standards were met.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

Based on the fact that the team found that all standards for Teacher Induction, and Career Technical Education were Met, and all the Clear Administrative Services Credential standards were met, except for Program Standard 2: Collaboration, Communication, and Coordination; which was Met with Concerns, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements.

Teacher Induction
Career Technical Education
Clear Administrative Services Credential

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.

- Sutter County Superintendent of Schools be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

- Sutter County Superintendent of Schools 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

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**Staff to the Visit:**
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**Documents Reviewed**

| | |
|---|---|
| Common Standards Submission | Faculty Vitae |
| Program Review Submission | Candidate Files |
| Common Standards Addendum | Assessment Materials |
| Program Review Addendum | Candidate Handbooks |
| Course Syllabi and Course of Study | Survey Results |
| Candidate Advisement Materials | Performance Expectation Materials |
| Accreditation Website | Precondition Responses |

**Interviews Conducted**

| Stakeholders | TOTAL |
|---|---|
| Candidates | 41 |
| Completers | 20 |
| Employers | 20 |
| Institutional Administration | 4 |
| Program Coordinators | 2 |
| Faculty | 6 |
| Mentors | 38 |
| Credential Analysts and Staff | 2 |
| Advisory Board Members | 7 |
| **TOTAL** | **140** |

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

**Background Information**

The Tri-County Induction Program, (TCIP), is a consortium housed in the Sutter County Superintendent of Schools (SCSOS) Office. They are located 45 miles north of Sacramento and serve educators in three surrounding regions: Colusa County, Sutter County, and Yuba County. TCIP currently accommodates a total of 242 participants, mentors, and coaches in their three programs: Teacher Induction Program (TIP); Clear Administrative Services Credential Program (CASC); and Career Technical Education (CTE).

The Tri-County region has a population of about 200,000 people. Within the three counties, there are 16 towns, and they serve 26 districts and 3 county offices. Many of the schools are single district sites. Sutter County makes up about 48% of the population, Yuba County makes up about 39% of the population and Colusa County makes up about 10% of the Tri-County region.

**Table 1: Program Review Status**

| Program Name | Number of Program Completers (2019-20) | Number of Candidates Enrolled (2020-21) |
|---|---|---|
| Teacher Induction | 96 | 210 |
| Career Technical Education | 5 | 13 |
| Clear Administrative Services Credential | 12 | 19 |

**The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually.  The team and institutional stakeholders were interviewed via technology.

## PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

# PROGRAM REPORTS

## Teacher Induction

**Program Design**

The Sutter County Superintendent of Schools Teacher Induction Program (TIP) is a consortium that encompasses Sutter, Colusa, and Yuba Counties. The program serves 26 districts and 3 county offices of education, providing support for 210 credential candidates and 137 mentor teachers. They partner with two institutions of higher education, Brandman University and California State University, Chico.

The program leadership includes a newly hired program director, a program coordinator and four facilitators representing the various counties and districts within the consortium as well as a full- time administrative assistant. An advisory committee made up of program leadership, district liaisons and administrators meet four times each year to discuss program components, review data and make recommendations.

Mentors are identified and matched with candidates within each district. A review of mentor resumes verifies that TIP ensures all mentors hold a valid California teaching credential, have met minimum mentor requirements and that the candidate/mentor matches are with similar credential types and grade/subject whenever possible. First and second year mentors are trained during a two- day summer institute while more advanced mentors attend a half day training annually. Mentor forums are offered four times each year with the purpose of supporting mentors in their understanding of induction requirements, coaching, and candidate support. Mentors report that they feel supported and well trained and that "there is always someone there if I need them."  Mentor practice is evaluated through beginning and end of year self- assessments as well as candidate feedback on mentor training and effectiveness.

Program participants have ample opportunity to provide feedback. A review of the documentation shows that mentors and candidates complete mid-year and end-of-year surveys.  Surveys are collected after all forums and trainings. Interviews with both mentors and candidates confirm that the data collected is used by the program leadership for adjustments. Candidates shared through surveys that some of the questions on the Individual Learning Plan (ILP) were redundant. This was reviewed by program leadership and changes were made to the next cycle on the ILP. Mentors confirmed these changes and added that they also saw changes to the level of organization of documentation.

The 2019-20 academic year brought changes to the Teacher Induction Program. The program director retired, and a new director was hired. This brought about a change in oversight of the program from the Assistant Superintendent of Educational Services to the Superintendent of Schools. An advisory committee, made up of representatives from district leadership, institutions of higher education, and program facilitators became part of the stakeholder feedback cycle. All support and trainings became virtual due to the pandemic. A significant change to program design was the addition of Executive Order candidates who needed support in passing the RICA and TPA. The Individual Learning Plan (ILP) was modified to reflect candidate status in this area. Mentors were trained in understanding the Teacher Performance

Expectations (TPEs) in addition to the California Standards for the Teaching Profession, (CSTP). A review of current documents verified that there were smaller changes to the way the program collects information on the ILP. Mentors and candidates both felt this was brought about through the process of survey feedback and program reflection.

**Course of Study (Curriculum and Field Experience)**
The Teacher Induction Program (TIP) is designed to meet the individual needs of each candidate and assist them in growing as a professional educator. Induction Program Standards, CSTPs, and Academic Content Standards serve as the foundation for the program. Candidates receive a minimum of 40 hours of support from trained, district selected mentors, and the TIP Leadership Team as they participate in the Plan, Teach/Assess, Reflect, Apply cycle. All experiences are designed to encourage professional growth and improve student learning.

The ILP is created collaboratively between the mentor and the candidate and is informed by the site administrator through triad meetings which are held at least twice each academic year. Four cycles of the ILP are created during the two- year program. The ILP is driven by the candidates' placement on the CSTPs. The teaching assignment as well as the Individual Development Plan/Transition plan from the institutions of higher education are taken into consideration when selecting an area of focus. Candidates select a standard and element in which they will focus throughout each cycle of inquiry. Candidates set goals based on the growth that they are hoping to achieve, research ways to achieve those goals, implement the learning into their classroom practice, and reflect on their implementation. It is worth noting that candidates reflect weekly on working toward their ILP goal, mentors self- reflect on the work that they have done and the support that they have provided, then adjust their practice accordingly. Mentors report that they feel the induction work "is definitely not busy work, it's the work that I still do as a teacher" and candidates report that because the work is so focused on their individual needs that the program "helps so much to be a very effective teacher."

Mentors are trained primarily during the summer to begin work with their new teacher as soon as they are matched. Ongoing support is provided through a series of forum meetings scheduled throughout the year and organized based on job alike groupings to best meet the needs of program participants. Candidates and mentors are offered optional content and behavior management training throughout the year in addition to the forums which focus on induction standards and CSTPs.

**Assessment of Candidates**
At the end of each ILP cycle, a trained review team that represents all counties in the consortium uses an extensive ILP rubric to evaluate the quality of each ILP. The team offers feedback if further development is needed, and candidates are provided with the opportunity to resubmit work as needed. Candidate interviews confirm that program leadership offers support and suggestions throughout ILP creation. A review of documents confirmed that growth on the CSTPs is measured through candidate reflection and then subsequent placement on the ILP rubric. All program requirements are reviewed by the program coordinator and director, and upon the determination that a candidate has met all Commission and program credential requirements, each candidate completes a credential request form. The program

administrative assistant completes the required documentation, and the county credential analyst recommends the clear credential in the Commission database.

**Findings on Standards**
After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are met for the Sutter County Superintendent of Schools, Teacher Induction Program.

## Career Technical Education

**Program Design**
The Sutter SOS Career Technical Education program has recently begun collaborating with regional educators to help improve their program. The Career Technical Education (CTE) Advisory Committee helps guide decisions for programming needs at quarterly meetings. The program director is responsible for collaborating with the Advisory Board. While the committee is new and their focus during the first year has been coordinating with Orange County Department of Education and local districts to develop their process and procedures, moving forward the focus will be to add mentors, business and industry leaders and others directly involved with the candidates. The program coordinator is the on-site resource for CTE mentors and provides mentor training and coordination of all other resources pertaining to the Tri-County CTE Program. The program coordinator is also the liaison with the Orange County Department of Education's (OCDE) CTE Program who is the provider of the CTE coursework. The coordinator facilitates creating and maintaining Growth Plans as well as monitoring progress and communicating with candidates. The cumulative plans are based on candidates' goals for both years and upon completion, are used to recommend for clear.

New CTE candidates are required to successfully complete OCDE's CTE 101, CTE 102, and EL 100 coursework while simultaneously completing yearlong Growth Plan with their mentor. In addition, OCDE's CTE program communicates regularly with CTE office staff regarding candidates enrolled in the courses. Activities in the Growth Plan for year one candidates are based on the TPEs Year 1 and CSTPs Year 2 and other activities that parallel course instruction and learning in OCDE's coursework as candidates transition from workplace career or non-traditional degree pathway towards their credential. All year one and year two CTE candidates are observed twice per semester by their mentor and provided with feedback on performance. An interview with candidates indicated observations happened "very frequently and were an important piece of the support as a new teacher." Additionally, the program coordinator virtually monitors classroom instruction and candidate participation including at-a-distance hybrid instruction, and in person instruction. Candidates reflect on their mentor post-observation conference feedback in their growth plans as evidenced by interviews with candidates who said OCDE curriculum coordinates with experiences in candidates' own classroom teaching experiences." Candidates collaborate with mentors and colleagues to develop strategies and innovative pedagogy for a variety of educational settings through e-mail

correspondence, virtual collaboration sessions by video, and phone calls.  A weekly collaboration time is available giving candidates a voice in the structure of their coursework as mentioned during candidate interviews.  With this informal feedback throughout the first of the OCDE courses, a Google Form survey solicited more specific feedback on coursework and the effectiveness of the coursework on candidate's daily lives.  Program advisement is provided by the coordinator.

**Course of Study (Curriculum and Field Experience)**
Coursework in critical areas (e.g., English learners for all initial teaching program) is embedded in coursework and designed to meet standards for concepts of cultural proficiency in all courses, including the ability to assess institutional, group, and personal biases that may impact the teaching and learning of various groups of students. CTE candidates also learn culturally appropriate pedagogy and classroom management strategies including Response to Intervention. EL 100 instructs candidates on knowing and applying Specially Designated Academic Instruction in English (SDAIE) to make curriculum content comprehensible to English learners, providing information on how to access assessment data, relevant state and federal laws, current research findings and practices; cognitive, pedagogical, and individual factors that affect language acquisition, and historical and cultural tradition relevant to learning English. As evidenced by interviews with candidates, appropriate, just-in-time strategies were learned in coursework including Blooms Taxonomy, Classroom Management, Learning Styles, Individual Education Plans (IEPs) and 504s. These strategies are embedded in mentor discussions and observations.

To ensure that industry standards are a focus of both coursework and teaching experiences, mentor professional development provides a wide variety of workshops, training, and network opportunities targeted for different audiences involved in all levels of the program both at the start and during the program as evidenced by interviews with candidates and mentors. Program directors, site and district administrators, and teacher candidates engage in on-going local and/or state-level CTE professional learning according to their individual and/or group needs as evidenced by interview with the program assistant.  CTE support and professional learning opportunities for candidates are locally designed and implemented within their context and according to program standards and credential requirements. Coursework and fieldwork are coordinated as CTE candidates complete the CTE courses while also acting as teacher on record. Candidates reported being able to apply learned skills directly to their teaching, classroom management, and curriculum development.  According to both first and second- year candidates "Coursework gives what we need when we need it".  "The feedback I received with my Growth Plan is designed to be interactive and collaborative. Helps us keep track."  For those CTE Candidates not currently teaching, coursework requires teaching activities, such as observing CTE classrooms.

Interviews with school site administrators indicate a high level of support for CTE program and site teachers.  One principal said site CTE teachers "help students make connections to employment (possibilities)." These teachers came from business and industry and through the

coursework and on-site support from the credential program, they are "some of the best teachers on campus" one administrator stated.

**Assessment of Candidates**

Through a variety of empirical, theoretical, and cultural lenses, candidates reflect upon their teaching practice with a mentor teacher, using a formative assessment rubric provided by the program.  Candidates are assessed for program competencies continuously throughout the program with results and feedback for improvement shared with candidates.  Candidates collaborate with their mentors and colleagues to develop strategies and innovative pedagogy for a variety of educational settings in meeting program objectives.

**Findings on Standards**

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Career Technical Education Program.

## Clear Administrative Services Credential

**Program Design**

The Tri-County Clear Administrative Services Credential (CASC) Program is a job embedded, research based, individualized, two-year induction program for new, preliminary credentialed administrators in the Sutter County area. The program is designed to support candidates, with experienced, job-alike coaches, with multiple opportunities to demonstrate growth and competence in the California Standards for Education Leaders (CPSEL), as evidenced by the Individualized Induction Plan (IIP).

As leadership has recently changed within the program with a new Induction Director, who reports directly to the County Office Superintendent, so has the development and role of the Advisory Committee, that is comprised of program coaches, site and district level administrators, including Superintendents. The newly formed committee met in February 2021 and Advisory Committee meeting notes and interviews with 2 members reveal that a community structure is beginning to facilitate and support induction activities. Interviews with program staff and two Advisory Committee members indicate that while future quarterly meetings are scheduled, higher education participation is not evident.

The program seeks coaches with "well-defined criteria" in its Letters of Interest; however, it is unclear as to where prospective coaches would see this letter. Interviews with program personnel indicate that candidates can opt to select their own coach, who agrees to the roles and responsibilities as outlined in the Coach's MOU; or agree to work with a program assigned and trained coach.  Once matched, coaches receive training to support candidates to develop multiple measures of growth, like CPSEL based inquiries, leadership goals, action plans, and IIPs.

Coaches and candidates may request a reassignment if the relationship fails to be successful and the published grievance policy outlines how candidates can appeal program decisions.

**Course of Study (Curriculum and Field Experience)**
The course of study, as described in the Program Summary of Changes, is highly individualized, annually addresses three inquiries, (one inquiry per CPSEL), and has become more reflective in nature. According to the program updates, candidates participate in 20 -30 professional learning hours, annually, that they must connect to each of the 3 cycles of inquiry, and CPSELs. The revised and chronologically organized Individual Induction Plan (IIP) incorporates an Action Plan, Coaching Log, Supervisor Check-in, Coach Observation, Self-Reflection, and Professional Development Log to record candidate progress that is grounded in their CPSEL based, job-embedded, leadership goals. The Action Plan requires candidates describe their proposed steps, actual activities, and links to evidence that support goal setting. Interviews with candidates prove that initial and benchmark assessments, based on CPSEL competence, are crucial parts of the induction experience.

The Coaching Log that includes dates, hours, locations of meetings, and connections to CPSELs and leadership goals, serves as evidence that "regular, consistent and ongoing" collaborative coaching, that develops candidates' leadership competency, is occurring over the course of the 2-year program.  Not only do candidates record hours of professional development per inquiry cycle, but they also explain how these hours support progress towards achievement of their job-embedded leadership goals, and responsibilities. Candidate interviews indicate that the IIP is meaningful, well organized, and "makes candidates think" about their professional practice, and that professional learning topics (e.g., the importance of communication and leadership vs. management, Dr. Muhammad's presentation) have been valuable and relevant.

Due to this past year's circumstances with COVID-19, the program adapted its in-person professional development to virtual delivery models, that addressed COVID's impact on coaching and on being a new administrator with the first chapter of the *Distance Learning Playbook for School Leaders* by Fisher and Frey. While the program is new, and COVID interrupted plans for full implementation of coaching training, according to program leadership there are plans to provide more comprehensive, "ongoing training to refine coaching skills, and support for individual [coaching] challenges." Evidence clarifies that full implementation of coaching training is planned for Summer 2021 and ongoing. In interviews, candidates complimented the program's ability to be highly adaptable, while still providing essential support, and networking opportunities, especially when working from home.  CASC employers echoed those compliments, sharing that the program equipped CASC candidates with the strategies and leadership qualities that were vital for the uncommon 2020 COVID year; specifically, their ability to be reflective, to network and collaborate positively, impacted their schools and districts.

**Assessment of Candidates**
The 2020-21 program handbook refers to a Reflection Assessment that requires candidates to assess their progress in the standards and Description of Practice. Candidate interviews reveal

that the IIP Rubric, combined with initial and benchmark assessments that are completed collaboratively, with coaches, are formative assessment tools used to measure candidate competence. Additionally, the CPSEL Self-Assessment Baseline 20-21, CASC IIP Development Guide, Mid-Cycle CASC IIP Check-in and Candidate Reflective Record are evidence to support that "assessment is informed by multiple measures."

Candidates present their leadership growth and development as an instructional leader at the "Sharecase," which is attended by a committee of educators, the coach, and the program staff. The Sharecase committee's approval, combined with the program director's validation, and the checklists, maintained by the program coordinator and administrative assistant, that provide evidence for CPSEL focus and completion of program documents, make up the defensible, summative review process that determine the candidate's readiness for Clear Credential recommendation.

**Findings on Standards**
After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are met for the Clear Administrative Services Credential Program except for the following:

**Standard 2: Program Collaboration, Communication and Coordination** – **Met with Concerns**
Though the CASC program has partners who contribute to the design and implementation of candidate preparation and certification, there is no evidence these partnerships are outlined through mutual contract/agreement.


## INSTITUTION SUMMARY


Evidence from documents and interviews consistently show that Sutter County Superintendent of Schools hosts effective programs centered on relevant, job-embedded learning for candidates.  One director, one classified staff, and one coordinator at Sutter County Superintendent of Schools manage the Teacher Induction, CASC and CTE programs serving three counties, 16 towns, 26 districts and three County Offices of Education.  Although the programs serve candidates geographically spread across a wide area, the program staff takes the time to individualize the experience for candidates.   Candidates, mentors, employers, and program leadership all spoke from different perspectives about the effort by program leadership to create a personal and relevant experience for candidates.  These personal connections are also at the core of collaboration with advisory committees and interaction with P-12 employers and universities, interactions that are becoming more formalized.

The program has clearly engaged in continuous improvement over the past year prompted by a change in leadership.  The program identifies and selects qualified coaches, mentors, and site-based supervisors as appropriate to the program, and candidates feel extremely well supported.  The program is building its advisory committee capacity and influence with

stakeholders from P-12 and higher education to receive feedback about the program and any recommended changes, based on data provided in the form of surveys or face-to-face meetings.  It is evident the program has plans to place additional focus on purposeful recruitment of candidates to diversify the educator pool, and already has effective methods to provide support for their success.  Stakeholders reported the positive impact each program has on P-12 settings.  Interviews with CTE stakeholders shared the program has significantly improved the retention of CTE teachers in the field. CASC employers agreed the program equipped CASC candidates with the strategies and leadership qualities that were vital for the uncommon 2020 COVID year. Their ability to be reflective, to network and collaborate made a positive impact on their schools and districts.

## COMMON STANDARDS FINDINGS

| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
|---|---|
| Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure: | *No response needed* |
| The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks. | **Consistently** |
| The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. | **Inconsistently** |
| The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. | **Inconsistently** |
| The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field- based supervision and clinical experiences. | **Consistently** |
| The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. | **Consistently** |
| Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. | **Consistently** |

| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
|---|---|
| The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. | **Consistently** |
| The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | **Consistently** |

**Finding on Common Standard 1**: Met

**Summary of information applicable to the standard**
The Office of the Sutter County Superintendent of Schools administers the Tri-County Induction Program (TCIP) for Colusa, Yuba, and Sutter Counties. The SCSOS supports three programs: a) Teacher Induction Program (TIP), b) Clear Administrative Services Credential (CASC) program and c) Career and Technical Education (CTE) credential program.  The research-based vision of the program is to, "empower...candidates to excel professionally so that all students reach their full potential by providing support through the collaboration of the Tri-County Induction Program..."  The Sutter County induction program leadership closely cooperates with the participating county offices and school districts as evidenced by meeting notes, interviews, and professional development participation. Interviews with program leadership and advisory committee members described their interaction as "collaborative sessions to make decisions on how best to serve the needs of candidates and streamline processes".  Each participating county proportionately shares the expenses of operating the three programs.

The institutional leadership team provides the support required to address the needs of each educator preparation programs and includes the Sutter County Superintendent of Schools and representatives from Business Services, Human Resources, Educational Services, and College and Career Readiness. Each county also identifies a facilitator who provides formal and informal feedback to the program as well as supporting the program with training.  Formal advisory committees for TIP, CASC, and CTE programs were established in the 2020-21 school year and include representatives from the participating counties. The TIP Advisory Board includes a representative from one institution of higher education (IHE), and unit leadership shared that they have been in contact with another IHE about participation on the committee. The team notes that advisory committees are a recent addition to the TCIP with a limited history of

meetings. Interviews with program administrators indicate a strong commitment to continuing and strengthening the role of the advisory committee including developing avenues for program and stakeholder collaboration. Mentors and teachers are hired and matched at the district level, and TCIP provides ongoing training opportunities for mentors as well as candidates.  Qualifications to participate in the program are verified by program administration. Interviews with multiple program personnel affirmed the credential recommendation process is facilitated through the Sutter County Superintendent of Schools credential analyst following a thorough review of documentation from program leadership and support staff.

| Common Standard 2: Candidate Recruitment and Support | Team Finding |
|---|---|
| Candidates are recruited and supported in all educator preparation programs to ensure their success. | *No response needed* |
| The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | **Consistently** |
| The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. | **Inconsistently** |
| Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. | **Consistently** |
| Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. | **Consistently** |

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**
The Tri-County Induction Program (TCIP) administered through the Sutter County Superintendent of Schools supports candidates seeking to clear credentials through TIP, CASC, and CTE induction programs. School districts in the participating counties refer candidates for all programs. The requirements for participation and expectations are clearly outlined in program documents available online, and program leadership ensures that candidates meet credentialing requirements through their respective districts' human resources departments and review program staff. Demographic data provided by the unit show high diversity among student populations in the service area.  Program leaders shared in interviews they understand the benefit of diversifying the educator pool and have steps planned. Toward that effort, the

program director will lead a book study for the leadership team to equip them with the knowledge, tools and fervor to focus on diversity in the workplace and the educator pool.

During interviews with CTE administration and the advisory committee, recruitment of candidates to diversity the educator pool was discussed. Data are collected to determine job market needs in the varied areas served by the program, and courses are developed to meet those needs. Special inroads have been made in finding instructors who reflect the community, in offering classes to students with special needs, migrant students, and populations representing diverse cultures.

Mentors receive training on expectations, coaching, and in the following as appropriate to the program: California Standards for the Teaching Profession (CSTP), California Professional Standards for Education Leaders (CPSEL), and Individualized Learning Plans (ILP) or Individualized Induction Plans (IIP) through forums, summer training and ongoing training episodes through the year. All expectations are clearly outlined in Fall Orientation meetings. Mentors and candidates from all programs meet face-to-face weekly with required documentation of the meetings and participate in four joint forums annually. In all programs, ILP, IIP, and Growth Plans are reviewed by multiple evaluators to ensure that additional support is provided to candidates when needed.

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
|---|---|
| The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. | **Consistently** |
| The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek. | **Consistently** |
| The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program. | **Consistently** |
| Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. | **Consistently** |

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
|---|---|
| Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | **Consistently** |
| The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | **Consistently** |
| Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | **Consistently** |
| All programs effectively implement and evaluate fieldwork and clinical practice. | **Consistently** |
| For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards. | **Consistently** |

**Finding on Common Standard 3:  Met**

**Summary of information applicable to the standard**
The Tri-County Induction Program (TCIP) designs and implements a planned sequence of coursework, experiences, and growth opportunities aligned with the CSTPs. Mentors in the three programs and TIP grade-level facilitators receive ongoing professional development training. The TCIP documents a summer training program for teacher candidates and a continuous, two- year coursework sequence. Interviews with CASC, TIP and CTE employers all affirmed the quality of the preparation programs. For CASC specifically, employers noted the course content and activities are relevant and purposeful rather than busy work, which is an improvement from what they experienced in past years. The coursework consists of four cycles of goal setting, planning, learning, reflecting, and practice revision documented in Individual Learning Plans (ILPs). CTE candidates reported the relevance of their coursework and that it is immediately applicable to their day-to-day work.

The TCIP offers professional development opportunities on a regular schedule with required participation by all mentors and voluntary participation by candidates. Examples of professional development programs shared by the unit included coursework on supporting culturally and linguistically diverse student populations, special education, and behavior management. Interviews document that participating school districts provide additional professional development opportunities. The CASC program is similarly structured without the summer training for candidates. CASC candidates complete six ILP cycles, one for each CPSEL, with regular professional development opportunities and feedback from mentors.  CASC employers shared during interviews that the program equipped CASC candidates with the strategies and leadership qualities that were vital for the uncommon 2020 COVID year. The candidate's ability to be reflective, to network and collaborate made a positive impact on their schools and

districts. CTE Credential candidates complete Growth Plans in a two- year program.  Interviews with CTE stakeholders shared the program has significantly improved the retention of CTE teachers in the field. The CTE program collaborates with the CTC-accredited Orange County Department of Education (OCDE) CTE Credential Program to deliver the coursework. TCIP leadership and local mentors are in regular communication with OCDE instructors and administrators to ensure candidate progress and success.

| Common Standard 4: Continuous Improvement | Team Finding |
|---|---|
| The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. | **Consistently** |
| The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. | **Consistently** |
| Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. | **Consistently** |
| The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation. | **Consistently** |

**Finding on Common Standard 4:  Met**

**Summary of information applicable to the standard**
Documentation provided demonstrates regular assessment of each preparation program of the effectiveness and responsiveness to candidate and mentor concerns. TCIP uses data and feedback collected by a contracted firm, in-house surveys, and informal feedback to guide program changes in response to identified needs and suggested improvements. Candidates and mentors noted the responsiveness of unit leadership to concerns as well as suggestions.  Multiple data sources show strong candidate satisfaction. Employer satisfaction with the program is high as evidenced by site administrator surveys and interviews.   With regards to continuous improvement, a CTE Advisory Committee member reported that meetings are attended by a variety of stakeholders from program leadership and consortium participants and is very collaborative. The focus is on candidates, the flow of support and the best way to meet their needs. Documentation, candidate and mentor interviews demonstrate programmatic changes to TIP, CASC, and CTE in response to feedback from candidates, mentors, and facilitators. The unit provided documentation of qualitative and quantitative feedback and next steps from the TIP advisory board. CASC and CTE advisory boards are newly organized.  The team notes a need for higher education representation on all program advisory boards.

| Common Standard 5: Program Impact | Team Finding |
|---|---|
| The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. | **Consistently** |
| The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. | **Consistently** |

**Finding on Common Standard 5:  Met**

**Summary of information applicable to the standard.**
Program mentors, facilitators and program leadership systematically review candidate coursework and fieldwork documents to ensure competency based on the Commission adopted teaching and leadership standards. Program staff and the Sutter County Superintendent of Schools Credential Analyst review required documentation prior to recommending a candidate for a clear instructional, administrative, or CTE credential. Interviews with CTE administrators and the advisory committee revealed the program has significantly helped in the retention of CTE teachers in their districts, and they see competent candidates who employ effective teaching strategies, affecting the learning in schools that serve California students. Within the CTE faculty, instructors are often called upon to present in the community as experts in their fields.  Students and the educational community benefit from the quality of instruction provided by program completers with a depth of knowledge of their communities and needs.