

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Tehama County Department of Education Professional Services Division May 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Tehama County Department of Education**. 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 |
| Designated Subjects: Career Technical Education | 16 | 16 | 0 | 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: Tehama County Department of Education

Dates of Visit: April 15-17, 2024

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

| Accreditation Reports | Accreditation Status |
|---------------------------|---|
| June 2018 | Accreditation |
| June 2017 | Accreditation with Stipulations |
| May 2016 | Accreditation with Stipulations |

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, completers, 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 the Teacher Induction program offered by the Tehama County Department of Education were **met**.

All program standards for the Career Technical Education program offered by the Tehama County Department of Education were **met**.

Common Standards

All Common Standards for the programs offered by the Tehama County Department of Education were **met**.

Overall Recommendation

Based on the fact that the team found that all Program Standards and all Common Standards were met, 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:

Designated Subjects: Career Technical Education
Teacher Induction

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Tehama County Department of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Tehama County Department of Education 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 Lead:

Christine Sisco
Stanislaus County Office of Education

Programs Reviewers:

Jamie Brown
Santa Cruz County Office of Education

Common Standards:

Dr. Girlie Hale
Teachers College of San Joaquin

Betsy McKinstry
Antelope Valley Union High School District

Rachel Pittman
Riverside County Office of Education

Staff to the Visit:

Miranda Gutierrez
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Advisory Council Documentation
Assessment Materials
Candidate Advisement Materials
Candidate Files
Candidate Handbooks
Common Standards Addendum

Common Standards Submission
Course Syllabi and Course of Study
LEA Accreditation Overview Presentation
Mentor Handbook
Precondition Submission and Responses
Program Review Submission
Program Review Addendum
Survey Results

Interviews Conducted

| Constituencies | TOTAL |
|------------------------------------|--------------|
| Candidates | 68 |
| Completers | 10 |
| Employers | 12 |
| Institutional Administration | 3 |
| Program Coordinators | 5 |
| Faculty | 3 |
| Fieldwork Coordinator | 1 |
| Coaches | 9 |
| Mentors | 28 |
| Site Administrators/Principals | 27 |
| Credential Analysts and Staff | 3 |
| Advisory Council Members | 10 |
| Professional Development Providers | 6 |
| IHE Partners | 3 |
| TOTAL | 188 |

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

Located in the northern Sacramento Valley, Tehama County lies approximately midway between Sacramento and the Oregon border. Starting in the snowy Sierras to the east (the highest point is 8,200 ft), the County unfolds onto rolling foothills, excellent range land, and spectacular, flat-topped buttes, and then sweeps down onto the fertile floor of the Sacramento River Valley.

Tehama County is the central point of widespread recreational areas that provide hiking, camping, scenic tours, golfing, boating, hunting, and fishing. The Sacramento River cuts through the central portion of the county and is one of the largest salmon spawning rivers in the world. With more than 300 miles of trails (including 17 miles of the Pacific Crest Trail) and Lassen Volcanic National Park only forty-five miles to the east, Tehama County offers unlimited recreational opportunities.

The Tehama County Department of Education educator preparation programs serve districts across nine counties in the northern part of the state. The nine-county region covers 18% of the state's geography, spanning 30,000 square miles. The region consists mainly of rural communities, often characterized by limited access to resources.

Education Unit

The Tehama County Department of Education (TCDE) offers two educator preparation programs, Designated Subjects: Career Technical Education and Teacher Induction, that serve over 200 candidates. The mission of the education unit is "to be RESPONSIVE to the needs of RURAL educators and help them curate RELATIONSHIPS that will serve them throughout their careers." Within both programs, there is a focus on preparing educators who are committed to diversity, equity, and inclusion while being responsive to the diverse needs of educators in the nine-county region of rural northern California.

Table 1: Enrollment and Completion Data

| Program Name | Number of Program Completers (2022-23) | Number of Candidates Enrolled (2023-24) |
|---|---|--|
| Designated Subjects: Career Technical Education | 4 | 21 |
| Teacher Induction | 86 | 198 |

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

All relevant preconditions for this institution have been determined to be **aligned**.

PROGRAM REPORTS

Designated Subjects: Career Technical Education

Program Design

The Designated Subjects: Career Technical Education (CTE) program at the Tehama County Department of Education (TCDE) includes two paths to the CTE credential. The first path prepares candidates who transition from industry work to teaching in a designated CTE classroom. The second path is for those who are adding the CTE credential to an existing credential. The program is responsive to the diverse needs of educators in nine counties of a rural northern California consortium and was established to provide an effective transition into teaching to increase the efficacy and retention rates of beginning CTE teachers in California. Annual Data Submission (ADS) reporting for the 2022-23 school year shows that there was a total of 11 candidates in the CTE program with eight new candidates and four continuing candidates.

The TCDE superintendent provides leadership for the county office and the assistant superintendent provides direct oversight of the program. The program is developed and implemented by an administrator, a full-time consultant, a part-time consultant, and a project specialist. The administrator reports directly to the county assistant superintendent.

The program leadership team communicates and collaborates with district, charter, and independent school administration within the region. One example of this is the triad meetings used for coordinating candidate classroom observations. The time spent during these meetings is also intended to review candidate goals. The CTE program staff regularly communicates with candidates, mentors, instructors, and constituent groups using a variety of media (i.e. email, newsletters, website, marketing materials, video conferencing, etc.).

The program seeks input from its constituents through the advisory council. The council is composed of assistant superintendents, directors, university professors of education, and district and school representatives. This group meets twice per year to discuss and improve program quality, and to share formal and informal feedback gathered from current candidates, the community, and industry professionals. Evidence gathered during interviews showed that candidates are surveyed to determine how the program can better serve their needs.

The program has undergone significant modifications over the last two years including programmatic, process, and personnel (leadership and staff) changes. A focus has been to clarify the elements of the induction program and the CTE credentialing program to show a clear delineation between the two programs. As evidenced by interviews and documentation,

the CTE program has made these changes to facilitate further alignment with standards and increase the support to candidates and mentors. A site administrator commented, “the changing dynamic of mentor’s responsibility has allowed for more growth and less duplication of mundane tasks.” The newly hired CTE consultants and the administrator have worked diligently to parse out the ways in which the program must meet the unique needs of new CTE candidates. The collaborative atmosphere in a shared office space facilitates a high level of communication to apply best practices across all of the TCDE teacher preparation programs. A candidate who had previously been in the program stated, “the program is vastly improved; the focus is now on the candidate, is more closely aligned with the teacher credentialing program, and is designed for candidates to be successful.” The staff upholds a system that records the program's operations for future reference. In addition, the program’s newly established administrator training for site supervisors provided an opportunity to better understand their role in the program and increase the general involvement of districts across the program.

Course of Study (Curriculum and Field Experience)

The program offers a purposeful, developmentally designed sequence of coursework that provides the platform for CTE candidates to meet the needs of all learners. The program consists of 135 hours of approved professional preparation that is aligned to the state-adopted 7-12 CTE curriculum standards and framework and bases CTE candidates’ competence on California’s Teaching Performance Expectations (TPEs), and the California Standards for the Teaching Profession (CSTP). The program offers a CTE credentialing pathway through a four-course sequence housed in Google Classroom, including Classroom and Lab Management, Supporting Diverse Learners, Assessments in the Classroom, and Technology in the Classroom. The activities in the course modules are standards aligned and include readings, written reflections, and creating lesson plans. Courses are offered both synchronous and asynchronous through modules and guest speakers who have expertise in the specific area of the lesson objectives. All CTE courses include guest speakers who provide presentations synchronously. The advanced program preparation courses are only provided asynchronously. Early orientation for candidates is provided through the CTE Teach site which fulfills the mandated requirement for California. As expressed by current candidates and program completers during interviews, the program structure and staff have responded to the unique challenges a rural environment brings through their program structure. First-time credential-holder candidates must successfully complete the four courses and two years of teaching experience. Existing credential holder program candidates must successfully complete asynchronous coursework in CTE Foundations and complete one year of teaching experience; the fieldwork component is housed within these two courses. Further, the program strongly encourages candidates to attend shared professional development opportunities.

Due to the nature of the CTE credentialing program, the fieldwork functions primarily as just-in-time support supplemented by classroom observations. Check-ins with the site administrators, mentors, and TCDE program leadership allow additional opportunities to address the candidate’s instructional practice. Fieldwork is not expressly coordinated across coursework though mentors work with candidates to meet program standards within their practice. A

theme throughout the interviews was that of TCDE's support of the candidates which is often aligned to their individual needs.

The administrator develops and facilitates a program that emphasizes the tools necessary to understand the inner workings of schools, and best practices on a foundational level. This information is bolstered by monthly presentations by guest speakers. As evidenced by documentation and interviews, candidates would like to see a greater emphasis on instructional practices that nuance the ways CTE credentialed teachers practice differently than other credentialed teachers. An assignment to develop an interdisciplinary lesson that integrates the academic standards is included in the course, though additional use of the academic standards as they relate to CTE instruction with specific industry sectors may further develop candidates' knowledge.

The program's consortium model leans on districts to assign newly hired mentors with candidates. Documented evidence and interviews show mentors are selected by site administration without a formal hiring process. Once selected, mentors are contracted by the TCDE. The program provides mentors for candidates at school sites or districts that are unable to do so. There is a concentrated effort to provide mentors with CTE experience. Due to geographical challenges and the scarcity of CTE teachers/mentors, that is not always possible. The mentors who do not have CTE experience are provided with CTE support from TCDE. Field placements are coordinated and monitored by the fieldwork coordinator, who also serves as the administrator. Field experience is a component included as both program pathways.

There is a formal and informal system of support for candidates to successfully complete the program both in their coursework and field experience. If candidates struggle in completing coursework, the program administrator reaches out to the mentor to provide support. If candidates continue to not meet program standards through assignments, the program administrator arranges a virtual meeting for the mentor and candidate to create an informal plan of action. There is a CTE coach/mentor with an extensive background in CTE who supports the program instructors and the administrator with foundational CTE knowledge which is essential to the CTE candidates transitioning to the classroom setting.

The program collects candidate and mentor end-of-cycle surveys data to support the continuous improvement process. The information is presented to the advisory council and is also reviewed by program leadership. A review of recent data prompted several changes to the program including a better alignment of courses to program standards and providing constituents more robust support. In addition, open communication between the program staff and CTE candidate allows for additional documentation of areas identified for improvement.

Assessment of Candidates

To earn a recommendation for a clear California CTE teaching credential, candidates must demonstrate growth and development in the application of the Teaching Performance Expectations and California Standards for the Teaching Profession. This is accomplished through engaging in standards-aligned coursework and weekly, one-on-one guidance with a mentor.

Through the program, candidates practice teaching as an exploration and investigation, documenting their improvement in their Growth Plan. The course syllabi and organization of Google Classroom keeps candidates informed of their progress toward completion and how they will be assessed and evaluated in terms of program competencies. The program utilizes a combination of formative and summative assessments throughout the courses to assess candidates for program competencies; examples include the development of lesson plans, unit plans, and weekly discussions, quizzes and writing assignments. The candidates have opportunities to resubmit their assignments to ensure they have met the competencies.

Candidates are supported by their mentors in identifying and investigating authentic problems of practice related to their teaching context and classroom practice, assignment topics include creating lessons differentiated for student groups, and sequencing them within units of instruction. Although documented evidence showed the program requires student differentiation in planning instructions, interviews illustrated a need for a greater level of depth needed to ensure there is a significant impact on student achievement for historically underserved groups of learners. Documented evidence and interviews with program leadership showed that candidates are encouraged throughout the program to develop industry partnerships.

In order to determine candidate competencies candidates are assessed through a complete/incomplete grade (e.g. equivalent to met/not met standard) for each assignment. The candidate has the opportunity to make adjustments and resubmit the assignment for credit. During interviews, candidates expressed appreciation for feedback irrespective of the grade they receive. As evidenced during interviews, candidates stated that they believed this grading system helped to support their learning and made understanding the steps to program completion straightforward, but they also described that has come at the cost of the program components not being as rigorous as they could be.

There is a formal and informal system of support for candidates struggling with meeting program competence in an assessment. The system mirrors the support provided for candidates to complete their coursework. Due to the demand at the site level for qualified CTE teachers, TCDE collaborates with both the mentor and school site to ensure candidate success.

Candidate assessment data is utilized by program leadership to make programmatic improvements that better align to program standards and provide candidates with support to successfully complete the program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, instructors, guest speakers, employers, supervising practitioners, credential staff, support staff, and program leadership, the team determined that all program standards are **met** for the Designated Subjects: Career Technical Education program.

Teacher Induction

Program Design

The Tehama Teacher Induction Program (TTIP), situated within the Tehama County Department of Education (TCDE), operates virtually, serving approximately 225 preliminary credential holders annually. This consortium extends across nine rural counties. Oversight for the program falls under the purview of the TCDE superintendent, with direct supervision provided by the assistant superintendent. Leading the induction efforts are an administrator, a full-time consultant, a part-time consultant, and a project specialist.

The program provides coaches to each mentor/candidate pair. Each coach formally meets in a formal coach collaborative twice a year with mentor/candidate pairs. Within this structure, coaches play a crucial leadership role by facilitating coach collaboratives with mentor/candidate pairs. In these sessions, coaches guide each pair through the development and monitoring of progress in the Individual Learning Plan (ILP). This collaborative approach ensures comprehensive support for candidates as they navigate their induction journey.

TTIP demonstrates a robust system of communication and coordination within its leadership structure. Evidence suggests that TTIP effectively collaborates with district, charter, and independent school management. Site administrators expressed positive feedback regarding TTIP's engagement, reporting on beneficial experiences such as program administrator visits to districts and meaningful interactions with mentors. The TTIP consortium's proactive approach in finding mentors and fostering communication has been well-received, with some site administrators expressing interest in increased visitations from TTIP staff.

TTIP assigns a team of coaches to support each mentor and candidate pair throughout the induction program. These coaches collaborate with pairs twice a year in the first year and once in the second year, with one coach typically overseeing 12-20 pairs. The aim is to ensure program expectations are met and maintain high rigor. In addition to these collaborations, coaches offer feedback via email and Google Meet throughout the year.

Program coaches within TTIP provide leadership through various roles, including lead mentors, delivering professional development, coaching mentors and candidates in the ILP process, and offering recommendations for program enhancements. Communication channels have been streamlined in recent years, with dedicated web pages for mentors, coaches, and candidates, facilitating easy access to information. Feedback from mentors is valued and acted upon promptly by the leadership team, enhancing accessibility and responsiveness within the program.

TTIP receives consultation from the advisory council, composed of representatives from each of the nine counties serving candidates through induction. This diverse group includes Career Technical Education (CTE) coordinators, representatives from institutions of higher education, community partners, assistant superintendents from county offices and educational agencies, human resource directors, credential analysts, special education directors, university professors

of education, and district and school representatives such as teachers, instructional coaches, and principals.

TTIP actively seeks input from advisory council members to develop and curate support techniques and resources for candidates. Data collection and analysis are integral components of this process, with candidate and mentor surveys serving as key tools. Findings from these surveys are shared with the advisory council for further analysis, including program and candidate assessments such as end-of-cycle surveys, mentor log data, updated samples of ILPs, and program completer surveys. One example of this collaboration occurred in the fall when TTIP gave time in breakout groups to engage in conversations and capture ideas that focused on some inquiry questions. Their feedback informed program changes.

Advisory council members shared that the administrator utilizes the advisory council to "gather information and then make changes from an informed perspective. You see it in the feedback loop. We give feedback and they respond." TTIP is reported to be "flexible but still adhering to the rigor of the standards."

TTIP's program is crafted to "personalize and be flexible to meet [candidate] needs with unique circumstances" due to its coverage across a vast rural area. Operating under a virtual mentor training model with a mentor/candidate ratio of 1:1, the program aims to provide tailored support to each participant. A program completer highlighted that the "flexibility provided with online meetings has led to less overwhelm because of the distance between the county office and my school site."

Each candidate enrolled in TTIP develops a customized ILP, delineating their goals and professional development needs for the two-year program. Candidates receive timely support aligned with the CSTP. To facilitate this, an experienced coach from various school settings within the region supports each mentor/candidate pair. Coaches, who are practicing educators themselves, engage with each pair once a semester to facilitate the creation and completion of ILP cycle of inquiry goals.

The cycle of inquiry is a collaborative process involving the candidate, their mentor, their coach, and their administrator. It entails selecting a specific CSTP to focus on, implementing changes in the classroom, and continuously reflecting and refining teaching practices for ongoing improvement. Baseline data is collected, strategies are developed and implemented through coach collaboratives, data is analyzed, findings are documented, and next steps are reflected on. Year one candidates found it beneficial to have one goal per cycle, as it helped them be "more intentional and specific." Site administrators echoed this sentiment, emphasizing that having one goal per semester enables candidates to delve deep into their professional growth and fosters reflective practice.

An Early Completion Option (ECO), a one-year program, is available for candidates seeking accelerated completion, offering a tailored pathway to meet individualized needs. This option, outlined in the program handbook, and shared in interviews, has been appreciated by site

administrators, completer ECO candidates, and current ECO candidates for its alignment with their specific contexts and backgrounds.

TTIP has established a set of criteria for mentors to qualify for their program. TTIP provides clear qualifications for mentors based on teacher induction standards, with each district tasked with identifying a suitable mentor to match with their candidate. The TTIP handbook serves as a comprehensive guide, outlining expectations, roles, and responsibilities for mentorship. District Memorandums of Understanding (MOU) further solidify these expectations, providing tangible evidence of the mentorship framework.

Mentor guidance and expectations are deeply rooted in the program's design, with a focus on evolving and developing the mentor's ability to guide goal development and candidate reflection. Reflective mentors undergo comprehensive training on adult learning theory, coaching methodologies, goal setting, and the use of coaching instruments. TTIP's tiered system of training is tailored to the mentor's level of experience and mentoring context, ensuring relevance and effectiveness. Mentors engage in their own ongoing reflection and goal setting documentation throughout the semester, receiving support from their coach alongside their candidates during the cycles of inquiry.

In the 2022-2023 academic year, TTIP experienced a shift in leadership dynamics. The departure of the teacher induction administrator prompted the addition of a new administrator to the team. Alongside this change, the leadership team underwent expansion, welcoming a full-time consultant, a part-time consultant, and a project specialist into its ranks. Coaches, mentors, and candidates alike noted how these shifts in leadership have contributed to a streamlined and clearer induction process, fostering a more cohesive program environment.

A notable addition to TTIP in the fall of 2023 was the introduction of administrator training, implemented in response to program findings indicating varying levels of site administrator understanding and involvement across the TTIP consortium. Feedback from site administrators who attended this training was positive, with one participant describing it as "very informative" and providing a "good road map" for navigating the induction process with candidates.

Course of Study (Curriculum and Field Experience)

When a new candidate is identified for induction by their district, they are enrolled through the TTIP website. The district coordinator then assigns a mentor to the candidate, aiming to match qualifications and preferably place them in the same grade level or subject at the same school site. If a suitable mentor is not found, the TTIP administrator steps in to help. Each candidate is paired with a mentor within 30 days of enrolling in the induction program, as per the MOU given to each district.

The process of developing ILP for candidates in their induction program begins with a self-assessment based on the CSTP. Candidates work with their mentor and coach, along with input from the site administrator, to identify their learning goals and engage in two cycles of inquiry each year. Before each cycle of inquiry, candidates, mentors, and coaches collaborate to ensure

a shared understanding and direction. Mentors offer support based on candidate conversations, classroom observations, and discussions on student strengths and needs.

At the end of each year, candidates conduct self-assessments using the CSTP description of practice. Additionally, both candidates and mentors participate in a presentation of growth at the conclusion of the two-year induction process.

Candidates who completed the program emphasized the value of weekly collaborations and semesterly coaching sessions in refining their ILP and progress. Furthermore, ECO candidates received in-person observations by TTIP leadership, fostering connections and deeper understanding of each candidate's community.

During collaborative coaching sessions, candidate/mentor pairs work hand in hand to expand this support network, ensuring accessibility for novice teachers seeking guidance. Additionally, TTIP offers a voluntary Community of Practice series sessions via Zoom, addressing specific needs identified within rural communities. The TCDE administrator shared that this year in the community of practice, candidates had “ah-ha moments when they learned there was a foster and homelessness liaison at their district and even on their school site. This information is not always taught in their teacher credential program.” A year two candidate shared that “I got a lot out of the community of practice forums because I enjoy interacting and learning from one another” and other year two candidates agreed that talking to peers throughout induction had a strong impact on their development.

TTIP extends further support with free monthly New Teacher Network opportunities, specifically tailored for educators with 0-5 years of experience. Program completers underscore the program's impact on their ability to learn from the broader professional community, facilitated by ILPs and mentor-led observations. One completer shared that “observing in other classrooms helped me connect with colleagues better.” Another completer shared that since the ILP and the induction program “compelled me to reach out to my community, I was able to get together and create a network beyond my school and now it is a good source of camaraderie.”

During an interview, the TCDE administrator mentioned their openness to the changes proposed by the superintendent when the administrator took on the leadership role. The administrator aimed to balance program standards with the needs and wishes of various constituents. After conducting outreach and meeting with a diverse range of constituents, they noted that the program is now running smoothly, with positive feedback from participants.

TTIP collects feedback from its constituents through various channels. Interactions between candidates, mentors, and coaches provide valuable insights into program quality. Site administrators, coaches, and mentors also emphasized the accessibility and responsiveness of the leadership team in seeking and incorporating feedback.

For example, after each semester's coach collaborative, both mentors and candidates fill out surveys to improve the program. In response to feedback from mentors, candidates, and coaches, the program administrator initiated a redesign of the collaboration tracking system. Alternative prototypes were considered with input from induction cluster colleagues and the advisory council.

Assessment of Candidates

Coaches, mentors, and program staff regularly monitor candidates' progress to ensure they are engaged in the induction journey and meet program requirements. Candidates complete assignments in Google Classroom, which also houses the ILP. Each coach monitors candidate workflow and assignment completion using an ILP rubric, providing feedback and assigning points for completion and thoroughness. A year two candidate mentioned how the rubric provides a clear checklist to aim for. Progress assessments occur twice per year, in October-November and April, via Google Classroom and coach collaboratives. Completion is tracked on a coach cohort tracker monitored by program staff.

Interviews with program constituents revealed appreciation for the use of Google Classroom to organize, monitor, and support candidates' performance in one place. At the end of each year, candidates participate in culminating events: a colloquium for year one candidates and a presentation of growth celebration for year two candidates. These events allow candidates to share their learning and digital reflections with peers, mentors, and coaches. Year two candidates receive instruction on the clear recommendation process upon successful completion of their inquiries and participation in the presentation of growth. Credential staff verify induction completion and submit clear credential recommendations to the Commission on Teacher Credentialing at the end of the induction experience.

If the work does not meet standards, the coach reaches out to candidates and mentor pairs who are not meeting the deadlines or need support meeting expectations. Support is offered via email, Google Meet, or in person, and support is given until the work meets standards. Evidence indicates across all constituent groups during interviews that because of the Google Classroom system, feedback and support occurs responsively and in a timely manner.

The advisory council plays a crucial role in analyzing program and candidate assessments, including candidate and mentor end-of-cycle surveys, mentor log data, updated samples of ILP, and program completer surveys. Evidence from advisory council slides indicates that both mentor and candidate survey data from the fall is shared with the council in the spring. Additionally, program updates based on their feedback are communicated to the constituents in the council.

Coaches and program staff use a guiding document called the Clear Recommendation Process to move through the steps of checking candidate ILP and completion records within the learning management system and ensure they recommend only qualified candidates for their credential. The TCDE administrator, the credential analyst, and the project specialist monitor the completion of all requirements throughout the year.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with the program leadership, coaches, site administrators, mentors, completers, current candidates, and professional development providers, the team determined that all program standards are **met** for the Tehama County Department of Education Teacher Induction program.

INSTITUTION SUMMARY

Review of documentation, the accreditation website, and constituent interviews confirmed that the Tehama County Department of Education (TCDE) offers and supports robust Teacher Induction and Designated Subjects: Career Technical Education (CTE) preparation programs, each with distinct strengths.

The Tehama Teacher Induction Program (TTIP) is firmly rooted in the CSTP, providing comprehensive support to preliminary credential holders as they strive to attain a clear credential. Its well-developed organizational structure, overseen by an administrator reporting directly to the assistant superintendent, ensures effective planning and implementation of induction activities tailored to educators' diverse needs. In addition to the traditional county office structure, TCDE has an added layer which is unique to their consortium; coaches are utilized to meet periodically with candidate/mentor pairs throughout the program. This addition provides additional just-in-time support for programmatic questions, processes, and individualized areas of need.

Similarly, the CTE program stands out for its commitment to transitioning industry professionals into effective educators. With a focus on diversity, equity, and inclusion, as evidenced in CTE coursework, the program offers a tailored approach responsive to the unique needs of educators across its nine rural counties. The program's emphasis on a purposeful sequence of coursework, aligned with state standards and anchored in adult learning theory, prepares CTE candidates to excel in a competitive workplace.

Additionally, the TTIP strives to provide support for educators in consortium districts who serve under Short Term Staff Permits, Provisional Intern Permits, Teaching Permits for Statutory Leave, and Waivers. These individuals are not eligible for the clear credential but the program has helped districts provide necessary support for them. Additionally, a New Teacher Network and Classroom Essentials workshop are offered by program staff and are open to all new educators.

Under the direction of program leadership, the team has been working diligently to strengthen and streamline the utilization of technology to optimize program accessibility and delivery. TCDE has been able to diversify program support to coaches, mentors, and candidates with virtual and in person meetings. They have also focused on communicating/addressing the differing needs of induction candidates and CTE candidates. By strengthening partnerships with

local industries and educational institutions the team seeks to enrich practical training opportunities for CTE candidates, ensuring alignment with workforce demands.

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: | <i>No response needed</i> |
| 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 constituencies in the organization, coordination, and decision making for all educator preparation programs. | Consistently |
| 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. | Consistently |
| 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 Tehama County Department of Education's educator preparation programs exhibit a comprehensive approach to enhancing the quality and effectiveness of teacher preparation, encompassing CTE and teacher induction programs. Through active participation in consortia and coalitions such as the CTE Program Sponsor Consortium and TCDE’s CTE Coalition, the programs demonstrate a commitment to collaboration and alignment with industry standards. Institution administration commented on the changes and improvements to both programs saying, “Before the newly implemented changes, the program was overwhelming under the guise of being rigorous. [Program staff] have streamlined the processes to allow for flexibility for the consortium candidates while maintaining the rigor. This has helped with the retention of new teachers in our area.”

A notable aspect of the teacher induction program is its emphasis on diversity, equity, and inclusion (DEI) principles. Mentor training sessions and program materials are tailored to promote DEI practices, equipping candidates with the skills to create inclusive learning environments. The “Reflect on My Practice” section of the Individual Learning Plan (ILP) encourages candidates to analyze classroom data through a DEI lens, enhancing their ability to address the diverse needs of students. The CTE programs focus mentor training on Adult Learning Theory in order to support those industry experts in transitioning to teaching students utilizing appropriate and effective pedagogy. The Supporting Diverse Learners course in the CTE program addresses the needs of diverse learners and how to support them.

Information dissemination strategies, such as newsletters distributed to educators across the consortium, facilitate effective communication and collaboration among program participants. These newsletters serve as a platform for sharing professional development opportunities, technological tips, and innovative classroom practices, fostering a culture of continuous learning among educators.

Flexibility in professional development offerings is evident, with candidates afforded opportunities to engage in self-directed learning experiences tailored to their individual growth goals. Utilizing a Learning Management System (LMS) and a Padlet platform, candidates have access to resources and support aligned with their professional development needs. A New Teacher Network and Classroom Essentials workshop are offered by program staff and are open to all new educators.

The credential recommendation process ensures that candidates meet all necessary requirements before receiving credentials. End-of-semester progress reports and tracking mechanisms provide transparency and accountability, allowing for ongoing assessment and improvement of program effectiveness.

| Common Standard 2: Candidate Recruitment and Support | Team Finding |
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| Candidates are recruited and supported in all educator preparation programs to ensure their success. | <i>No response needed</i> |
| 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. | Consistently |
| 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

TCDE’s educator preparation programs have demonstrated a commitment to comprehensive admissions processes, and robust support mechanisms for candidates entering the teaching profession. Outlined in the handbook, the admissions criteria are transparent and comprehensive, encompassing multiple measures to evaluate candidate qualifications. Program guidelines, relevant experiences, and Commission on Teacher Credentialing requirements are considered to ensure a holistic assessment of candidates' eligibility for these programs.

Because the TCDE programs are a consortium of nine different counties, the hiring and recruitment efforts lie at the district level. However, Tehama County Department of Education’s programs support candidates from diverse backgrounds by training their mentors and coaches in pedagogy which is relevant to the cultural, linguistic, and demographic diversity of the rural communities they serve. The TTIP provides individualized support and coaching to candidate-mentor pairs, aiming to enhance candidate efficacy and student learning outcomes.

Accessibility to program services is ensured through various channels, including Google Classroom, email, and phone support. Candidates receive personalized guidance and develop Individual Learning Plans (ILPs) or Growth Plans in collaboration with program staff, mentors, and site administrators. Quarterly program review of candidate progress and regular advisement sessions guide candidates with targeted support. Collaboration between coaches, mentors, and site administrators further enhances support efforts, ensuring candidates receive the assistance they need to succeed.

Alignment with regional consortia and professional committees is vital to enhancing the impact of recruitment and support efforts on a broader scale. Partnerships and collaboration as evidenced in the advisory council, the CTE Leadership Coalition, regional teacher induction cluster meetings and the broader educational community ensure that TCDE's programs remain responsive to regional priorities and initiatives. Due to the rural nature of the districts/counties within the consortium, program administration has made it a priority to visit sites across a vast geographical area to assess their needs and inform the system of support.

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
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| 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 |

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
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| 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 |
| 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 <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards. | Consistently |

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Tehama County Office of Education’s TTIP serves general education and education specialist preliminary credential holders from nine counties, offering the traditional and early completion option (ECO) pathways, delivered in a virtual format. The two-year traditional pathway offers a course of study that strengthens the knowledge and skills expected of novice educators, focusing on individualized support. Teacher induction candidates are provided with a checklist of program expectations for each year of their program. Included in the checklists are their triad meetings, weekly meetings, surveys, support logs, and cycles of inquiry. There are five parts to the ILP, in which four parts are completed at the beginning of year one of their program to select ILP goals. Part five of their ILP contains two cycles of inquiry, which are aligned to the teacher induction program standards. At the end of year one, triads revisit the ILP and adjust as needed in preparation for year two. During year two, two more cycles of inquiry occur, for a total of four inquiry cycles. Mentors support candidates in the inquiries, starting with developing an ILP goal based on individualized needs and support. Interviewed candidates discussed how it was helpful to their professional growth to select ILP goals that are

individualized to what their instructional needs are, making it relevant to them and their practice as developing novice teachers.

Mentors are selected for the program based on qualifications defined by the Commission on Teacher Credentialing. The program works closely with its district partners to ensure candidates are placed with credential-matched mentors. Selected mentors are apprised of their roles and responsibilities, including commitments to the candidates they serve and the program. Mentors have a specific section within the handbook that provides coaching expectations and guidelines. There are Mentor Training Forums offered at three tiered levels to honor the professional development needs of mentors, a website accessible to mentors, and supplemental textbook (Mentoring in Action) that serve as additional resources.

The Individual Learning Plan (ILP) process provides support for candidates to develop their skills focused on developing goals based on the CSTP. There is a collaboration between the candidate, mentor, and administrator in the form of triad Meetings. District coordinators/superintendents shared during their interview how the triad meetings are used not only to assess the candidate's progress, but to collaborate on individualized support the candidate needs to complete their induction successfully.

TCDE's CTE program offers a quality course of study that is sequenced to develop candidates' content knowledge and classroom instruction experiences. Courses are offered in four semesters over a two-year period, beginning with initial preparation and progressing to advanced preparation. During year one, candidates participate in a course of study that focuses on supporting diverse students in K-12 classrooms, as evidenced in CTE coursework. According to TCDE's CTE webpage, candidates gain competency in all Category I CTE program standards prior to entering the teaching phase of their program.

Candidates begin their fieldwork experience in year two, focusing on Category II CTE program standards. It is evident in course syllabi and assignments that fieldwork is tied to teaching experience within the industry sector(s). TCDE collaborates with the employing counties to determine which subjects in the industry sector candidates can teach, based on work experiences. Mentors are assigned to candidates by their respective district. All candidates surveyed mid-year shared they feel supported by their mentors, with weekly mentor meetings and opportunities to observe colleagues being of most support in developing their skills about teaching.

The CTE program staff monitors the program through a tracking spreadsheet. CTE mentors and administrators complete two years of formalized training along with receiving ongoing program support throughout the year, as evidenced in the CTE Teach Mentor & Administrator Modules. Effective implementation of the CTE program is monitored by the advisory council and a collection of assessment documents (checklist and mid/end of year progress reports).

TCDE offers diversity and inclusion training to program candidates and their mentors. Program participants have access to resources provided in coursework and are coached by mentors

using Elena Aguilar’s *Coaching for Equity* model. Program leadership shared, “We help educators understand and appreciate their students’ cultural backgrounds, experiences, and identities through training and resources.” Candidates have opportunities to observe other teachers, providing them with more opportunities to experience students in diverse settings. Mentor training guides mentors through the recognition of their biases, and informs them of strategies to coach, assess, and interact with diverse candidates. The geographic region served is not ethnically diverse. However, the program provides candidates with opportunities to work with diverse students through fieldwork settings that include foster youth, students with exceptional needs, and other demographic perspectives. The program continues to connect candidates to resources and provides ongoing equity driven training to prepare candidates for diverse students, regardless of where their career may take them in California.

| Common Standard 4: Continuous Improvement | Team Finding |
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| 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 constituencies 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

A review of the TCDE accreditation website, site visitation orientation slide deck, and documents show evidence of the program leadership using multiple sources of data to drive decisions and changes to the program. Some examples of data sources reviewed include, but are not limited to, the coach checklist, ILP and rubric, mid/end of year progress reports, and (Accreditation Data System) ADS program completer survey results. Program leadership reviews survey results and progress data with their advisory council for the purpose of continuous improvement.

TCDE has an advisory council composed of district, university, county office of education, and community partners who provide the diverse perspective of experts in the field for the teacher

induction and CTE programs. According to interviews with the advisory council members, they share an advisory role in the continuous improvement of these two programs by providing feedback about the program’s ability to meet candidates’ needs. A member shared an example of how many concerns from prior years have been addressed. With the change in program leadership, there have been notable improvements in communication, which in turn is improving partnerships that may have become strained due to the previous lack of program responsiveness. “The relationship is much more collaborative and responsive, keeping situations at the forefront of the program when considering design change.”

TCDE’s ADS five-year trend in data, based on the years 2018-2023, shows that candidates feel their ILP goal-based activities prepared them to create and maintain an effective environment for student learning. The 2022-2023 data showed the highest percentages of these results (scoring a range of 72.7%-84.6% for each of the ILP goal-based activities), which reflects the new program leadership’s successful redesign of both teacher induction and CTE programs.

| Common Standard 5: Program Impact | Team Finding |
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| 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.

During interviews with the different constituent groups, it is evident that they see and understand the impact the teacher induction and CTE programs have on the greater community. Institutional leaders shared their vision of supporting candidates regardless of where they are in their career path. One interviewee shared that the programs’ philosophy and vision is to help teachers “adjust to the new reality of the teacher pipeline” and to do so with providing robust support regardless of where they are in their teaching career. Other constituent groups shared a common goal of lessening barriers so candidates are encouraged through the teacher pipeline, rather than be discouraged with obstacles that may make it harder to enter the teaching profession. It is evident that the collective vision is to support candidates as they refine their instructional practices. The team interviewed a broad range of constituents, and it was evident that the county programs have had a positive impact on candidates’ learning.

District and higher education leaders shared that TCDE has had a positive impact through the level of support the program provides to them. A district interviewee shared that new program leadership is “highly responsive.” The example provided was how program leadership took into consideration the feedback from past meetings under the last program lead and used it to make programmatic changes. This action was much appreciated by district leaders and helped to strengthen their partnership with the program. A university partner interviewee spoke highly of their positive working relationship with the program, stating that TCDE is “one of their favorite [programs] to work with” and how much they “loved working with them.” “We send all of our candidates to [TCDE].” It was evident from interviews with district and university leaders that their partnership with TCDE has had a positive impact through the collaborative work of supporting their candidates.

Candidates shared how their program experiences and mentor support have made a positive impact on them as teachers. Candidates shared how supportive everyone has been in their respective programs. Responsiveness by the program leadership and faculty is a strength of the program. In the CTE program specifically, candidates shared how appreciative they were to enter fieldwork experiences that support their industry sector. Overall, candidates shared how well-prepared they are in serving their students because of the positive learning experiences they had with TCDE.