

# Discussion of the 6-Month Report from California School for the Deaf, Fremont October 2024

## Overview of this Report

California School for the Deaf, Fremont (CSD Fremont) submitted their 6-month report as required by the COA, documenting progress they have made toward addressing all stipulations resulting from their accreditation site visit in February 2024. The contents of that report, including progress to date and next steps, are outlined in this report. The final report will be presented to the COA at its April 2025 meeting.

## Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept this report from CSD Fremont but take no further action at this time as the program continues to address the stipulations placed upon it by the COA.

## Background

A site visit was held for CSD Fremont on February 26-28, 2024, and the report of that visit was presented to the COA at its [March 2024](#) meeting. Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted *Accreditation with Stipulations*. The stipulations are listed below.

1. that the institution provides evidence that the education unit and teacher induction program have regular and systematic collaboration with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.
2. that the institution provides evidence to confirm that multiple sources of data, including feedback from key constituencies about the quality of the preparation, are used for continuous improvement of the teacher induction program.
3. that the institution provides clear and consistent evidence that program leadership provides formative feedback to mentors on their work.
4. that the institution provides a 6-month progress report to the Commission consultant related to the stipulations above.

## Contents of the Report

CSD Fremont has made progress on addressing each stipulation, with the goal of all actions to continue over the course of the next 6 months and beyond. The full [6-month report](#) is available and a summary of steps taken so far is below.

## **Steps Taken by California School for the Deaf, Fremont to Address Stipulations Plans for Addressing Stipulations and Evidence**

**Stipulation #1 (Common Standard 1):** that the institution provides evidence that the education unit and teacher induction program have regular and systematic collaboration with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.

CSD Fremont has started tracking all evidence of communication and collaboration with outside partners and developed a list of higher education partners to meet with throughout the year. The advisory committee has expanded to include more staff from CSD Fremont and district and university partners. The leadership team meets weekly to review progress with all stipulations and includes the superintendent, director of instruction, teacher specialist, induction coordinator, and program director. Staff reviewed the collaboration logs which showed a multi-day visit from a professor and department chair from the National Technical Institute for the Deaf in Rochester, NY. The visit included observations and analysis that was shared with leadership from the early childhood, elementary, middle and high school departments. CSD Fremont staff also participated in the California Educators of the Deaf (CAL-ED) administrator special interest group in April and recently attended the annual conference in San Diego.

**Stipulation #2 (Common Standard 4):** that the institution provides evidence to confirm that multiple sources of data, including feedback from key constituencies about the quality of the preparation, are used for continuous improvement of the teacher induction program.

CSD Fremont continued to review all mid-year and end of year surveys. In order to increase participation, program leadership asked all participating teachers, mentors, and supervisors to complete the surveys in a timely manner to get a comprehensive look at the quality of the induction program. Staff from the Master of Science in Secondary Education program at Rochester Institute of Technology visited CSD Fremont to observe and share additional ways to support incoming teachers and any adjustments needed for the program. Mentors meet on a weekly basis to discuss continuous improvement action items, and as a result, the ILP is being updated to make it more user-friendly. The advisory committee also met in spring 2024 to discuss the survey results among other items, and the slides and notes from the meeting can be found [here](#). (see slides #81-93 for surveys discussion)

**Stipulation #3 (Teacher Induction Standard 6):** that the institution provides clear and consistent evidence that program leadership provides formative feedback to mentors on their work.

CSD Fremont is exploring various rubrics from other districts to use for the development of an appropriate rubric for their induction program within the next 6 months and we anticipate that the tool that is used will be available to staff prior to their next report addressing stipulations.

Weekly coaching and mentor meetings take place to further these efforts and provide feedback to mentors. When the final rubric is ready, it will be operational for mentor self-evaluation and for the supervisor to use for formative feedback purposes.