Report to Address Stipulations for
Tehama County Department of Education
June 2017

Overview of this Report

On June 13, 2016, The Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation with Stipulations** to Tehama County Department of Education and its credential programs. The accreditation team identified concerns with respect to Common Standard 1 (Educational Leadership), Common Standard 2 (Unit and Program Assessment and Evaluation), General Education MS/SS Clear Induction Program standards 2 (Communication and Collaboration), Education Specialist Program Standards 2 (Communication and Collaboration), 5 (Admission), and 7 (Field Experience and Clinical Practice), and Designated Subjects Program Standards 3 (Early Orientation) and 5 (Beginning Teacher Support and Advisement). Tehama County Department of Education is required to submit a 7th year report within one year of the Committee on Accreditation action, indicating progress in addressing those areas of concern. The COA did not require a revisit in this case.

Recommendations:

The COA remove the stipulations with the exception of the following stipulation concerning Common Standard 1 (Educational Leadership).

> *That the institution provide evidence that relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.*

The COA accept the report from Tehama County Department of Education to address stipulations and move to require a follow up report within one year of the Committee on Accreditation action indicating progress in the remaining area of concern.

Background:

A site visit was held at Tehama County Department of Education from May 1 - May 4, 2016; the report of findings from that visit was presented to the Committee on Accreditation at its June 13, 2016 meeting ([full report](#)). The COA assigned the status of **Accreditation with Stipulations** and required a 7th Year report.

The stipulations placed upon Tehama County Department of Education by the COA were as follows:

The institution is to provide within one year of COA action, evidence that demonstrates that it has taken action to address the following stipulations:

1. That the institution provides evidence that relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.
2. That the institution provides evidence that the program collects ongoing and

comprehensive data regarding candidate proficiencies and competencies that align with the credential recommendations for dual credential candidates.

3. That the institution provides evidence that the program collaborates regularly with partner school district personnel regarding curricular and instructional priorities and provides site administrators with professional development for site support of the candidate and the program.

4. That the institution provides evidence that the professional development selection is systematically guided by the Individualized Induction Plan for Education Specialists.

5. That the institution provides evidence that an early orientation is provided before or during the first month of teaching for Career Technical Education teachers.

6. That the institution provides evidence that candidates receive timely feedback regarding their progress toward competence.

The findings on the standards that led to the stipulations in 2016 are summarized below.

Common Standards

Common Standard 1: Educational Leadership   *Met with Concerns*
Rationale: The inclusion of relevant stakeholders in the organization, coordination, and governance of the program is a recent development for the Tehama Alliance for Teacher Excellence Induction program. Interviewed stakeholders expressed optimism about their increased role in the governance of the program as part of the advisory council. While established, the team was unable to find evidence of relevant stakeholders actively involved in the organization, coordination, and governance of all professional preparation programs prior to the 2015-16 year.

Common Standard 2: Unit and Program Assessment and Evaluation Met with Concerns
Rationale: Although the Tehama Department of Education implements an assessment and evaluation system, the analysis of data regarding dual credential holders is inconsistent with other credential holders.

General Education MS/SS Induction
Program Standard 2 Communication and Collaboration   *Met with Concerns*
Rationale: The program has not established consistent systems of collaboration with partner district personnel to integrate program activities with their professional development efforts. In addition, site administrators are not provided professional development that emphasizes the importance of new teacher professional development and the working conditions that optimize candidate success.

Education Specialist Clear Induction
Program Standard 2 Communication and Collaboration   *Met with Concerns*
Rationale: The program has not established consistent systems of collaboration with partner district personnel to integrate program activities with their professional development efforts. In addition, site administrators are not provided professional

development that emphasizes the importance of new teacher professional development and the working conditions that optimize candidate success.

Program Standard 5 (Admission) and Program Standard 7 (Field Experience and Clinical Practice): *Met with Concerns*
Rationale: *The program has not consistently provided guidance on the linkage between the IIP and professional development selection.*

Designated Subjects Credential: Career Technical Education Preliminary and Designated Subjects Clear
Standard 3: Early Orientation *Met with Concerns*
Rationale: **CTE Standard 3 states:** *"The program sponsor collaborates with the employer in providing an early orientation before or during the first month of teaching that includes introductory skills, knowledge, and attitudes required for beginning CTE teaching success. While there is evidence of an early orientation in the program documents, candidates and mentors (support providers) indicated that the orientation did not occur before or during the first month of teaching.*

Standard 5: Beginning Teacher Support and Advisement *Met with Concerns*
Rationale: **CTE Standard 5 states:** *The program provides complete, accurate, and timely feedback to the CTE teachers, including information about their progress toward competence. Through Blackboard Learn, the program's learning management system, candidates are provided with information regarding their completion toward competence, and evidence collected at the site visit indicated that this did not happen in a timely manner.*

The required report to address stipulations was submitted to the California Commission on Teacher Credentialing on June 1, 2017 and outlines the actions taken by Tehama County Department of Education to address the concerns identified by the Accreditation Team. The report, included in Appendix A, describes progress achieved with respect to the Common and Program Standards identified as "met with concerns" by the Accreditation Team for all programs. Evidence of such progress is included in Appendix A. Commission staff and the team lead assigned to the site visit have reviewed this report and the extensive documentation provided to substantiate the progress described in the report.

After a review of the documentation provided, the 2017 findings are summarized in the table below:

Standard	2016 Team Finding	Summary of Action Taken	2017 Finding
Common Standards			
1: Educational Leadership	Met with Concerns	• Increase in number of Advisory Council meetings • Held countywide administrator meetings providing opportunity for feedback • Offered Administrator Webinar Series for Site Administrators • Hosted focus groups	Met with Concerns Not all relevant stakeholders participated nor were involved in the meetings that were designed to provide oversight and govern the program.
2: Unit and Program Assessment and Evaluation	Met with Concerns	• Hired additional program staff • Developed an system to identify candidates seeking dual credentials • Created a process for progress monitoring of dual credential holders	Met
General Education Induction			
2: Communication and Collaboration	Met with Concerns	• Created a process (ILP template) to assess a candidate's needs to develop the IIP based upon several factors including the site initiatives through the inquiry process. • Implementation of collaboration log • Implementation of on demand professional development to meet candidate needs	Met

		• Offered Administrator professional development and webinars	
Education Specialist Induction			
2: Communication and Collaboration	Met with Concerns	• Created a process (ILP template) to assess a candidate's needs to develop the IIP based upon several factors including the site initiatives through the inquiry process. • Implementation of collaboration log • Implementation of on demand professional development to meet candidate needs • Offered Administrator professional development and webinars	Met
5: Admission	Met with Concerns	• Provided professional development to education specialist candidates to meet the individualized needs of candidates to enhance professional learning as identified in a candidate's ILP	Met
7: Fieldwork and Clinical Practice	Met with Concerns	• Redesigned the ILP to explicitly link professional development (the	Met

		menu of options to the candidate's ILP)	
Designated Subjects Credential: Career Technical Education			
Preliminary and Clear 3:Early Orientation	Met with Concerns	• Offered an early orientation within the required timeline	Met
5: Beginning Teacher Support and Advisement	Met with Concerns	• Developed an MOU delineating the Induction requirements required to earn the clear CTE credential to provide to CTE teachers • Designed a transcript to monitor and communicate the progress of each candidate • Developed rubrics to score and evaluate assignments to provide feedback to candidates • Instituted the use of Blackboard communication to facilitate timely communication between CTE candidates and the CTE coordinator	Met

While the evidence provided in 2017 demonstrates that the institution has now met Common Standard 2 as well as all of the program standards that were identified as met with concerns, Common Standard 1: Educational Leadership is still considered to be met with concerns. As a result, the team lead and the consultant recommends that Stipulation 1 be maintained due to the lack of evidence that there is active involvement in the organization, coordination, and governance of all professional preparation programs from the faculty, instructional personnel, and relevant stakeholders.

Appendix A
Tehama County Department of Education
Report of Actions Taken to Address Concerns
June 2017

Common Standard 1: (Educational Leadership)

2016 Finding: Met with Concerns

Rationale: *The inclusion of relevant stakeholders in the organization, coordination, and governance of the program is a recent development for the Tehama County Department of Education (Alliance for Teacher Excellence) Induction program. Interviewed stakeholders expressed optimism about their increased role in the governance of the program as part of the advisory council. While established, the team was unable to find evidence of relevant stakeholders actively involved in the organization, coordination, and governance of all professional preparation programs prior to the 2015-16 year.*

Evidence

Since our Site Accreditation Visit in May of 2016, the Tehama County Department of Education has increased its efforts to actively involve stakeholders in the organization, coordination, and governance of all induction programs (Education Specialist, Career Technical Education, and General Education). The Tehama County Department of Education Consortium serves a vast region covering nine counties, 30,140 square miles, and approximately 120 districts with diverse structures and contexts (single school districts, large school districts, urban and rural districts, charter schools, Correctional Facility/State Prison Adult schools, etc.). The unique characteristics of our Consortium pose challenges in terms of increasing and sustaining the involvement of stakeholders. These challenges have led to the development of a multi-prong approach toward increased and sustainable stakeholder engagement. Instead of holding single regional meetings with one committee, we consult with multiple groups of stakeholders and offer multiple opportunities to engage in the organization, coordination, and governance of the induction programs. The following committees and program activities represent our efforts to continue to develop meaningful and sustainable stakeholder engagement:

1. **Advisory Council:** The Program Administrator and staff invited the 2015-16 Advisory Council members to continue serving in their current capacity during the 2016-17 academic year to maintain consistency in the knowledge and understanding of the structure, policies, and organization of our Induction programs. Notifications of our meeting schedule for the 2016-17 school year were communicated to all former Advisory Council attendees via a save the date flyer. This flyer was followed up with an email invitation and an opportunity to RSVP to the meetings. In an effort to increase participation and improve our stakeholder's representation in our Advisory Council, we offered an option to join our meetings via web-conferencing.

   We increased the number of Advisory Council Meetings from two meetings in 2015-16 to three meetings in 2016-17. Our Advisory Council agendas include items that not only update our Advisory Council members, but also engage them in dialogue which result in recommendations or actions which guide the organization, coordination, and governance of all programs. For example, during the October 18th Advisory Council meeting, members engaged in dialogue about the Site Visit Report and the Leadership Team's recommendations to address the Common and Program Standards identified as "met with concern". The Program Administrator and staff sought the Advisory Council's feedback and recommendations to guide its efforts to remedy all concerns. We also reviewed the Transition Plan and requested the Advisory Council's recommendations to

further align our programs to the revised California Teacher Induction Standards. The Advisory Council was asked to review the proposed budget, recommend revisions, and approve it. Additionally, program data was reviewed by members and recommendations were made to support our continuous improvement efforts. Finally, Advisory Council members shared ideas and topics for professional development for District and Site Administrators. Advisory Council members recommended that our Program Administrator and General Education Coordinator collaborate with Assistant Superintendents to present at countywide meetings for Administrators with the intent to develop rapport with District Superintendents. The upcoming meeting in June will provide Advisory Council members an opportunity to offer timely input regarding the development of the program's instruments, tools, budget, and professional development content.

2. **Countywide Administrator Meetings:** The Program Administrator and General Education Coordinator collaborated with County Assistant Superintendents and participated in countywide meetings in five of the nine counties within the Consortium (Lassen, Modoc, Siskiyou, Tehama, and Trinity). In Shasta County, we invited all District Superintendents to two meetings held at the Shasta County Department of Education Professional Development Center. In Butte and Glenn County, we scheduled individual meetings with partnering districts. Meetings in Plumas County were scheduled and cancelled twice due to severe weather conditions and other cancellations by the Plumas County Office Superintendent. A meeting is scheduled for August to update Plumas County Superintendents and solicit feedback to support our continuous improvement efforts. An option to attend this meeting via web-conferencing was also offered to all superintendents who were unable to attend the face to face meetings. Please see the list of attendees throughout the Consortium.

   The topics addressed during these meetings included the following: the transformations in teacher induction, shifts in the roles of Site Administrators, Mentor selection criteria, systems of support for Credential Candidates and Mentors, and partnerships between District and Site Administrators and our Induction program. We also formally invited them to become members of our Advisory Council. Lastly, we solicited feedback regarding their professional development needs to support Credential Candidates and Mentors, the challenges they are facing in supporting new teachers, and ideas to strengthen our partnerships and improve communication. This feedback led to the development of a webinar series targeting District and Site Administrators. The topics selected for these webinars reflect feedback provided by District Superintendents during these countywide meetings.

3. **Administrator Webinar Series:** The Program Administrator developed and offered a webinar series for Site Administrators in the Spring of 2017. Each webinar session addressed one component of the theme, "Building a System of Support for Instructional Excellence" (Communication, Coordination, and Coordination). In the first webinar, participants discussed the new California Teacher Induction Standards and the new role of Site Administrators and Mentors. This session served to initiate a conversation about the importance of strengthening partnerships to support Credential Candidates and Mentors. In the second webinar, participants discussed the importance of establishing a network of support within their district or school for Credential Candidates and Mentors, how to honor the unique role of each partner, aligning district goals with the individual goals of the Credential Candidate, and providing input in the development of professional growth plans. In the third webinar, the Program Administrator shared the program's tools and resources which are designed to individualize mentoring based on Credential Candidate's needs, foster reflective practice and enduring professional skills, and build the

coaching skills of Mentors. The webinar series was a foundational step in our efforts to develop partnerships and engage Site Administrators in the coordination and organization of all induction programs.

4. **Region 2 Curriculum and Instruction Steering Committee:** The Program Administrator attended the Region 2 Curriculum and Instruction Steering Committee meetings during the 2016-17 academic year. The Program Administrator submitted written reports in February and June (2017) and delivered presentations in June,(2016) December, and April. The written reports and in person presentations included updates on the following topics: transformations in Induction programs, shifts in the roles and responsibilities of the Site Administrator, Mentor, and Credential Candidate, Mentor selection criteria, and strengthening partnerships to expand our system of support for Credential Candidates, etc. Additionally, we solicited feedback regarding the partnership with New Teacher Center, the alignment of our Induction programs to the new California Teacher Induction Standards, recommendations regarding mid-year survey data, and potential program fee increases. The purpose of these reports was to engage this representative group of instructional leaders in the organization and coordination of the Induction programs.

5. **Focus Groups:** The Program Staff and Administrator hosted seven focus group sessions, which invited Mentors, Credential Candidates, and Site Administrators to provide feedback to guide the coordination and organization of Induction programs for the upcoming academic year. The feedback provided by focus group members will be shared with the Leadership Team on June 11th, 12th, and 13th and with our Advisory Council on June 15th to inform the organization, coordination, and governance of all Induction programs.

6. **Superintendent and Assistant Superintendent:** The Program Administrator schedules quarterly meetings with the Tehama County Superintendent of Schools and monthly meetings with the Tehama County Assistant Superintendent to provide them an opportunity to offer input regarding the organization and coordination of the Induction programs. The following topics have been discussed throughout the year: program updates, program data and feedback, planning for the upcoming year, a partnership with New Teacher Center, staffing needs, Mentor Training sessions, and the availability of professional development resources, etc.

7. **District Representatives:** We are revising our Memorandum of Understanding to foster the active engagement of partnering districts in the organization, coordination, and governance of the Induction programs. The MOU will be a component of the enrollment process during the 2017-18 academic year. It outlines the district's responsibilities and the program's responsibilities. A specific effort was made to improve district representation on the Advisory Council by stipulating that large districts designate a district representative to participate regularly in the Advisory Council and that smaller districts designate countywide representatives to communicate their needs and interests. The Program Administrator intends to solicit the support of Region 2 CISC (County Assistant Superintendents) in identifying designees to serve as countywide representatives for the smaller school districts. Furthermore, each partnering district will designate a district coordinator who will be responsible for acting as a liaison between the Program staff, Mentors, Credential Candidates, and Site Administrators. The MOU formalizes consistent and regular engagement of partnering districts in the organization, coordination, and governance of all Induction programs.

8. **Leadership Team:** The Leadership Team continues to meet five times during the school year. The Leadership Team is comprised of all Program staff, Trainers (Professional Development Providers), and Program Coordinators (CTE, Education Specialist, and General Education). The agendas are intentionally structured to engage the Leadership Team in dialogue and provide an opportunity for input regarding the organization and coordination of the Induction programs. For example, the team reviews professional development seminar feedback, Mid-Year and End of Year survey

data, and data gathered informally to identify the program's strengths and areas of growth. Based on the strengths and areas of growth identified, the Leadership Team makes recommendations for program improvement. During the June Planning Sessions and quarterly meetings, Trainers are invited to participate in the planning and development of professional learning seminars, the Individual Learning Plan and Collaboration Log templates, and instructional resources. Trainers with specific expertise are also invited to plan specific topics for professional development seminars. These recommendations influence the organization and coordination of the Induction programs.

9. **Program Coordinators:** Program Coordinators (CTE, Education Specialists, and General Education) are consulted informally and formally throughout the year and are actively engaged in the organization and coordination of resources, templates, protocols, and strategies for their respective Induction program. Instructional resources and templates are aligned to specific Induction program requirements. The ILP templates for the Career Technical Education and Education Specialist Credential Candidates were adapted from the General Education template to align more closely to the Credential Candidates' teaching contexts and program requirements. Tutorial videos and resources were developed to support the Credential Candidates in specific Induction programs. Collaboration between the Career Technical Education Coordinator and the Program Administrator also led to the development of an MOU intended to clearly communicate program requirements to CTE Credential Candidates, Mentors, and Program staff. This document offered a transparent system for communicating program requirements and monitoring the CTE Credential Candidates' progress toward completion.

10. **Specialized Planning Teams:** Small Planning Teams that include Trainers with specific expertise, the CTE Coordinator, the Education Specialist Coordinators, and the General Education Coordinator were formed to guide and support the organization and coordination of the Induction programs. These teams collaborate with the Program Administrator in the development of agendas for an upcoming Leadership Team meeting, Mentor trainings for 2017-18, and professional development seminars for the Career Technical Education, Education Specialist, and General Education programs. The input provided by these planning teams influence the organization and coordination of the Induction programs.

Common Standard 2: Unit and Program Assessment and Evaluation

2016: Rationale: *Although the Tehama Department of Education implements an assessment and evaluation system, the analysis of data regarding dual credential holders is inconsistent with other credential holders.*

Evidence

Since our Site Accreditation Visit in May of 2016, the Tehama County Department of Education has expanded its efforts to implement an assessment and evaluation system for dual credential holders that is consistent with other credential holders.

1. **Additional Program Staff:** The Program recruited two additional Education Specialist Trainers to improve the assessment and evaluation system for Education Specialist Credential Candidates enrolled in the Education Specialist Induction program and Dual Credential Induction program. The Education Specialist Trainers are assigned to score the work of Education Specialist Credential Candidates within each course as they have the expertise to evaluate their work, provide specific feedback, and guide our Credential Candidates in meeting all program requirements and expectations. The Program Administrator will continue to refine and improve our assessment and evaluation system with the support of two Education Specialist Coordinators.
2. **Identification:** Program Staff identify Dual Credential Candidates during the credential verification process. The credential information is noted in the program database to prompt the Administrator to provide advisement regarding the Dual Credential Program requirements and monitor their progress.
3. **Advisement and Customized Dual Credential Plan:** The Education Specialist Coordinator and the Program Administrator collaborated in the design of an advisement form intended to guide the development of a customized Induction Plan for Dual Credential Candidates. This advisement form is utilized to determine additional program requirements which the Dual Credential Candidate will need to meet in order to earn recommendations for two clear credentials.
The Program Administrator and Education Specialist Coordinator scheduled individual advisement sessions with Dual Credential Candidates, their Mentor, and Site Administrator. The sessions were designed to confirm the Credential Candidate's teaching assignment for the current academic year, understand their duties and responsibilities, and identify the general makeup of the students they serve in that capacity. Based on the data gathered regarding the Credential Candidate's teaching assignment, a customized Induction Plan for Dual Credential Candidates was collaboratively developed to provide a roadmap for both Induction programs. The customized Induction Plan documents the Credential Candidate's teaching assignment, defines additional program requirements, and lists the evidence to be gathered to demonstrate the Credential Candidate's proficiencies and competencies in both Induction programs. The Induction Plan Dual Credential Candidates also defines the additional proficiencies and competencies that will be monitored and evaluated through our learning management system and our database.

    A follow up web-conference meeting was scheduled with each Dual Credential Candidate to monitor the progress achieved and clarify any requirements or evidence listed in the Induction Plan for Dual Credential Candidates. A follow up email was also sent in May to remind Dual Credential Candidates of the pending requirements and deadlines, to clarify any questions regarding the Induction plan, and to offer support in meeting all expectations.

4. **Additional Mentor:** Depending on the recommendations of the Site Administrator and the Credential Candidate's needs, a second Mentor may have been assigned to support the program requirements of the second credential.

a. [Sample Dual Credential Candidate Collaboration Log with Two Mentors](#)

5. **Portfolios of Evidence:** An organization (online community) was created on [Blackboard Learn (LMS)](#) specifically for Dual Credential Candidates in order to monitor completion of all requirements outlined in the Induction Plan for Dual Credential Candidates. Each Dual Credential Candidate is required to submit a [portfolio](#) with clearly labeled [evidence for each requirement](#) identified in the [plan.](#) [Portfolios](#) will be reviewed and scored by the Program Administrator and Education Specialist Coordinators.   Feedback will be provided for each article of evidence submitted and it will be scored.

6. **Progress Monitoring and Transcripts:** Completion of Dual Credential requirements are documented in the program's [database](#) to formally monitor and track the Dual Credential Candidates' progress. This assessment and evaluation system is consistent with all Induction programs.

   The mid-year and end of year [transcripts](#) provided to the Credential Candidate, Mentor, and Site Administrator will include the requirements outlined in the Induction Plan for Dual Credential Candidates starting in June, 2017. The [transcripts](#) communicate the Dual Credential Candidates' progress toward completion and notify the Mentor and Site Administrator of any needs for additional support.   The notification provides district and Program staff an opportunity to intervene and support the candidate towards successful completion. This assessment and evaluation system is consistent with all Induction programs.

General Education MS/SS Clear Induction

Program Standard 2 Communication and Collaboration

Rationale: *The program has not established consistent systems of collaboration with partner district personnel to integrate program activities with their professional development efforts. In addition, site administrators are not provided professional development that emphasizes the importance of new teacher professional development and the working conditions that optimize candidate success.*

Education Specialist Clear Induction

Program Standard 2 Communication and Collaboration

Rationale: *The program has not established consistent systems of collaboration with partner district personnel to integrate program activities with their professional development efforts. In addition, site administrators are not provided professional development that emphasizes the importance of new teacher professional development and the working conditions that optimize candidate success.*

Evidence

Since our Site Accreditation Visit in May of 2016, the Tehama County Department of Education has expanded its efforts to establish consistent systems of collaboration with partner district personnel to integrate program activities with their professional development efforts. We have also provided professional development to Site Administrators which emphasizes the importance of new teacher professional development and the working conditions that optimize a Credential Candidate's success.

1. **Integration of Program Activities with District Efforts:**
    a. **Inquiry Process:** The initial step in the development of an ILP involves authentically assessing the Credential Candidate's needs based on the following factors: progress achieved in the preliminary credential program, students' needs, credential requirements, Mentor's observations, Site Administrator's observations and the district's initiatives. During this process, the Mentor supports the Credential Candidate in defining an ILP goal aligned to the needs identified. The Mentor acts as a liaison and helps the Credential Candidate build connections between his/her ILP goal and the district's initiatives and professional development efforts. These connections allow for the integration of program activities with district efforts. The inquiry process includes an initial Triad Conference during which the Credential Candidate and Mentor are asked to share the Credential Candidate's ILP goals with the Site Administrator and offer him/her an opportunity to provide input. The ILP template allows for a secondary goal labeled as "Administrator's goal". This goal is intended to reflect a district initiative which the Site Administrator recommends for integration into the inquiry process. During the initial Triad Conference, the Mentor is also prompted to request district resources to optimize the Credential Candidate's success in completing the inquiry and meeting the ILP goals. One of the resources the Credential Candidate and Mentor are encouraged to request from the district is professional development. The ILP template specifically states, "Discuss the Credential Candidate's needs and ask the Administrator for potential resources available from the school or district to support the ILP (e.g. release time, professional development, and opportunities for observations)". The program's intent is to establish a system of collaboration between the Site Administrator and the Induction program through the Mentor, the ILP, and the inquiry process and integrate program

activities with the district's initiatives and professional development efforts. The inquiry process also includes a second Triad Conference during which the Credential Candidate and Mentor share next steps in their continuous improvement efforts and communicate the Credential Candidate's needs to implement next steps. This second conference is an additional opportunity for collaboration between the Induction program and Site Administrator which may integrate program activities with the district's professional development efforts, particularly if a secondary goal was included in the inquiry to support district initiatives.

b. **Collaboration Log:** The Collaboration Log is a collaborative assignment where Mentors and Credential Candidates document the mentoring that occurs during weekly meetings. A professional development component was added in our Collaboration Log template in an effort to integrate program activities with the district's professional development efforts. The intent of this component is to connect professional development efforts and resources available from the district to program activities, vice versa. During weekly meetings, Mentors and Credential Candidates consider the professional development needs of the Credential Candidates for several purposes: to meet Credential Candidate's immediate needs and concerns, to support the ILP goals, and to develop the candidate's understanding of particular CSTPs. The specific purpose of this professional development is documented in the Collaboration Log along with a connection to the CSTPs. Mentors are prompted by the Collaboration Log template to identify professional development opportunities available through the district or program, refer candidates to district or program instructional resources, and act as a liaison to arrange observations or collaboration with colleagues and district staff.

c. **On Demand Professional Development:** Edivate/School Improvement Network is an on-demand professional learning resource that creates a personalized learning experience for educators. Mentors and Credential Candidates are authorized users and have received training and support from the Induction program to understand how to navigate the site and access the professional learning resources. During professional development seminars, we asked Mentors and Credential Candidates to access these professional learning resources to support district initiatives and professional development efforts, as well as program activities.

2. **Professional Development for Administrators:**
   a. **Countywide Administrator Meetings:** The Program Administrator and the General Education Coordinator collaborated with County Assistant Superintendents and participated in countywide meetings in five of the nine counties within the Consortium (Lassen, Modoc, Siskiyou, Tehama, and Trinity). In Shasta County, we invited all District Superintendents to two meetings held at the Shasta County Department of Education Professional Development Center. In Butte and Glenn County, we scheduled individual meetings with partnering districts. Meetings in Plumas County were scheduled and cancelled twice due to severe weather conditions and other cancellations by the Plumas County Office Superintendent. A meeting is scheduled for August to update Plumas County Superintendents and solicit feedback to support our continuous improvement efforts. An option to attend this meeting via web-conferencing was also offered to all superintendents who were unable to attend the face to face meetings. Please see the list of attendees throughout the Consortium.

   The topics addressed in these meetings included the following: the transformations in teacher induction, shifts in the roles of Site Administrators, Mentor selection criteria,

systems of support for Credential Candidates and Mentors, and partnerships between District and Site Administrators and our Induction program. We solicited feedback regarding their needs for professional development to support Credential Candidates and Mentors, challenges they are facing in supporting new teachers, and ideas to strengthen our partnerships and increase communication. This feedback led to the development of a webinar series targeting District and Site Administrators. The topics selected for these webinars reflect feedback provided by District Superintendents including the importance of new teacher professional development and the working conditions that optimize candidate success.

b. **Administrator Webinar Series:** The Program Administrator offered a webinar series for Site Administrators in the Spring of 2017. Each webinar session addressed component of the theme, "Building a System of Support for Instructional Excellence" (Communication, Coordination, and Coordination). In the first webinar, participants discussed the new California Teacher Induction Standards and the new role of Site Administrators and Mentors. This session served to initiate a conversation about the importance of strengthening partnerships to support Credential Candidates and Mentors. In the second webinar, participants discussed the importance of establishing a network of support within their districts or school for Credential Candidates and Mentors, how to honor the unique role of each partner, aligning district goals with the individual goals of the Credential Candidate, and providing input in the development of professional growth plans. In the third webinar, the Program Administrator shared tools and resources, which are designed to individualize mentoring based on Credential Candidate's needs, foster reflective practice and enduring professional skills, and build the coaching skills of Mentors. The webinar series was a foundational step in our efforts to develop partnerships and engage Site Administrators in a conversation about the importance of establishing a system of support in their district to optimize candidate success. Some of the elements of the system of support included the following: creating a positive culture for teacher development, making resources available, offering professional learning to support growth and development, scheduling opportunities for collaboration with colleagues, and releasing Credential Candidates and Mentors for observations. We intend to offer this webinar series for Site Administrators again in the fall. We also plan to communicate the same message through quarterly newsletters.

c. **Focus Groups:** The Program Staff and Administrator hosted seven focus group sessions, which invited Mentors, Credential Candidates, and Site Administrators to provide feedback to guide the coordination of Induction programs for the upcoming academic year, foster collaboration with district personnel, and support the integration of program activities with their professional development efforts. The feedback informed Program Staff about district practices, preferred modes of communication, and professional development needs. The feedback provided by focus groups will be shared with the Leadership Team on June 11th, 12th, and 13th and with our Advisory Council on June 15th to inform the organization, coordination, and governance of all Induction programs.

d. **MOU:** The MOU (draft) communicates our commitment to meeting the professional development needs of Site Administrators and formally designates this responsibility to our program (LEA Responsibilities, Services Provided, Item 5). The MOU also lists the importance of professional development and the working conditions that optimize candidate success (Items 1, 2, 3, 4, and 5). Furthermore, the MOU lists (District Responsibilities, Personnel, Item 1) that the partnering districts appoint a District Coordinator whose assignment includes dedicated time to fulfill the District Coordinator

roles and responsibilities. Among these responsibilities is collaboration with program staff to integrate program activities with district initiatives and their professional development efforts (District Responsibilities, Communication, Item 1).

Program Standard 5 (Admission) and Program Standard 7 (Field Experience and Clinical Practice):

Rationale: *The program has not consistently provided guidance on the linkage between the IIP and professional development selection.*

Evidence

Since our Site Accreditation Visit in May of 2016, the Tehama County Department of Education has expanded its efforts to provide guidance on the linkage between the IIP and professional development selection.

1. During the Education Specialist professional development seminars provided last fall, the Education Specialist Coordinator explained the importance of linking the IIP(ILP) goals to the professional development selection and guided Credential Candidates through this process by modeling several examples. The Education Specialist Coordinator also explained the expectations regarding this component of the ILP process and encouraged all Credential Candidates to collaborate with their Mentor and be mindful about making the connection between their IIP(ILP) and their professional development selection. She also shared Padlets with extensive professional development resources and extended learning opportunities offered by county offices of education in various authorizations (San Diego, Ventura, Los Angeles, and El Dorado). All Education Specialist Credential Candidates and their Mentors were also given access to an on-demand professional learning provider, Edivate, to access online professional development resources aligned to their IIP(ILP) goals and district initiatives.

2. The Individual Learning Plan template explicitly prompts Credential Candidates and Mentors to link the professional development selection to their IIP(ILP) goals. The directions on the ILP template state, "**Professional Development:** List the professional development you attended in connection to your ILP goal. **Rationale:** Describe how the professional development supports your ILP goal. **Total Hours:** List the total number of hours you attended in connection to your ILP goal." The ILP template includes fields that Mentors and Credentials Candidates must complete to link the ILP and their professional development selection. The Induction program's Education Specialist Coordinator provided additional guidance on completing the ILP via a video recording made available through Blackboard to all Education Specialist Credential Candidates.

3. The Collaboration Log is a collaborative assignment where Mentors and Credential Candidates document the mentoring that occurs during weekly meetings. A field was added to the Collaboration Log template in an effort to remind Mentors and Credential Candidates to integrate program activities with their professional development selection. The program's intent is to promote intentionality in the selection of professional development resources to specifically support their ILP goals. Mentors are prompted by the Collaboration Log template to identify professional development available through the district or program and act as a liaison to arrange observations or collaboration with colleagues to support the ILP goal. The purpose of this professional development is documented in the Collaboration Log along with connections to specific CSTP element(s). A consideration for next year is to add a prompt that addresses the connection to the ILP goal more explicitly.

Standard 3: Early Orientation

Rationale: CTE Standard 3 states: *"The program sponsor collaborates with the employer in providing an*

early orientation before or during the first month of teaching that includes introductory skills, knowledge, and attitudes required for beginning CTE teaching success. While there is evidence of an early orientation in the program documents, candidates and mentors (support providers) indicated that the orientation did not occur before or during the first month of teaching.

Evidence

Since our Site Accreditation Visit in May of 2016, the Tehama County Department of Education has expanded its efforts to provide an early orientation before or during the first month of teaching that includes introductory skills, knowledge, and attitudes required for beginning CTE teaching success.

1. The Early Orientation was offered on September 1, 2016. The session was held during the first month of teaching, as evidenced in sign in sheets. The Program Administrator and Career Technical Education Coordinator co-facilitated the session. The intent of the orientation was to introduce the skills, knowledge, and attitudes required for beginning teaching success. The specific topics addressed included the following: Induction program requirements, the purpose of Induction and mentoring, creating effective learning environments (procedures, routines, rules, and consequences), overview of the ELA/ELD Common Core State Standards, ELD resources, shared responsibilities for literacy standards and Integrated ELD, Standards for Career Ready Practice, Career Technical Education Model Curriculum Standards, P21 Framework for 21st Century Learning, "Backwards Design" (Wiggins and McTighe), daily lesson planning, and long term planning (quarterly and weekly).

Standard 5: Beginning Teacher Support and Advisement

Rationale: CTE Standard 5 states: *The program provides complete, accurate, and timely feedback to the CTE teachers, including information about their progress toward competence. Through Blackboard Learn, the program's learning management system, candidates are provided with information regarding their completion toward competence, and evidence collected at the site visit indicated that this did not happen in a timely manner.*

Evidence

Since our Site Accreditation Visit in May of 2016, the Tehama County Department of Education has expanded its efforts to provide complete, accurate, and timely feedback to the CTE teachers, including information about their progress toward competence.

1. **Progress Toward Competence:**
    a. **MOU:** Our Career Technical Education Coordinator collaborated with the Program Administrator to develop an MOU that clearly defines the Induction program requirements to earn a clear CTE credential. This document was used to communicate all program requirements to CTE teachers.
    b. **Transcript:** The CTE Coordinator collaborated with Program staff to design a transcript by which to monitor and communicate each Credential Candidate's progress toward completion of all induction requirements. The transcript was e-mailed to CTE Credential Candidates, Mentors, and Site Administrators in February to provide an update regarding the CTE teacher's progress toward completion. A second transcript will be provided to CTE Credential Candidates, Mentors, and Site Administrators in June to communicate each candidate's progress toward completion.
2. **Accurate and Timely Feedback:**
    a. **Rubrics:** Our induction program has developed rubrics by which to score and evaluate assignments. These rubrics provide a consistent focus and comprehensive approach by

which we assess and provide [feedback](#) to our Credential Candidates. The CTE Coordinator uses this rubric to score and provide comprehensive and explicit feedback for assignments. The rubrics also allow our CTE Coordinator to clearly and explicitly communicate the CTE Teacher's level of competence for each [criteria](#). Narrative feedback is also provided to CTE Teachers to guide revisions or [communicate completion](#) of program requirements.

b. **Timely Communication**: The responsibility for [communications](#) with Career Technical Education Credential Candidates has been delegated to the [CTE Coordinator](#). Blackboard Learn provides our CTE Coordinator and Credential Candidates a convenient and [efficient platform](#) by which to [communicate](#) regarding assignments, feedback, or requests for support. Our CTE Coordinator also communicates with CTE Credential Candidates via phone or before and after professional development seminars.

c. **Timely Feedback:** All [Individual Learning Plan templates](#) indicate not only deadlines for submission but also [expected timelines](#) for Trainer feedback. These timelines for feedback are communicated to Credential Candidates, Mentors, and Trainers in professional development seminars and meetings with Trainers.

Additionally, our program staff has created ["smart views"](#) in our learning management system which provide our CTE Coordinator a convenient way to access the assignments of CTE Credential Candidates in each course. These smart views organize all assignments pertaining to his CTE Credential Candidates and allows him to provide direct and [timely feedback](#).

Our CTE Coordinator consistently provides his CTE Credential Candidates [timely feedback](#) regarding assignments via Blackboard Learn. He consistently scores all assignments much earlier than the timelines set for scoring by the Program Administrator. Blackboard reports confirm timely scoring of all assignments. [Sample CTE ILP Feedback](#)