

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

Butte County Office of Education

Professional Services Division

February 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Butte County Office 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 with Stipulations** is made for the institution.

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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0

Preconditions

Teacher Induction Precondition 1 has been determined to be not aligned.

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

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Butte County Office of Education
Dates of Visit: November 8-10, 2021
Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Butte COE Report	Commission on Teacher Credentialing COA Accreditation Status Letter to BCOE

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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, candidates, completers, and providers of professional development. 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

Teacher Induction Precondition 1 has been determined to be not aligned.

Program Standards

All Teacher Induction Program Standards were met.

Common Standards

All Common Standards were met.

Overall Recommendation

Preconditions Compliance Issue

The team found that the institution was not in compliance across all partnering agencies with section of Teacher Induction Precondition 1 highlighted here; “Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning **“that begins in the teacher’s first year of teaching.”**”

In order to operate an approved program, institutions must be in alignment with preconditions at all times. It is the team's understanding that the institution will promptly address the concern

that evidence was not found that the program uniformly enrolled candidates within the first year of teaching. This will be done through necessary steps to rectify the compliance issue and will further establish comprehensive systems of candidate credential status tracking aligned with program enrollment documentation.

Based on the findings on the Preconditions, Common Standards and the Program Standards, the Team recommends Accreditation with Stipulations.

- That within 10 days of COA action, Butte COE Teacher Induction Program will provide evidence that it is in compliance with the Precondition 1 section that states teacher induction program participation “begins in the teacher’s first year of teaching.” In so doing, Butte COE will work with its partnering agencies to include MOU language to align with this precondition and establish a system to receive both potential candidate hire dates and the credential status of all newly hired teachers. BCOE Induction will notify all candidates who are eligible for teacher induction. The program will individually contact and document any candidate who elects not to enroll in the teacher induction program.

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

Teacher Induction Program

In addition, staff recommends that:

- The institution addresses Precondition 1 Stipulations by January 22, 2022.
- Butte County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation
- Butte County Office 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

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Accreditation Website
Common Standards Submission
Common Standards Addendum
Program Review Submission
Program Review Addendum
ILP Documents
Candidate Advisement Materials
Preconditions Submission and Responses
Superintendent Statement of Assurances
and Veracity
End of Semester Collaborative Log
Teacher Induction Brochure
Individualized Learning Plan (Year 1, Year 2)
Induction Program Advisement
Social Media Outreach
Candidate Application
Mentor Responsibilities
Mentor Handbook
Mentor Application
Mentor Matrix (qualities of a mentor)
Mentor Agreement
Mentor Self-Assessment
Mentor Training
Mentor Growth Plan
Candidate Matching Sheet
Request for Individual Advisement

CalTPA Individual Advisement (Variable
Term Waiver Candidates)
Candidate Application
Candidate Agreement and Responsibilities
Site Administrator Responsibilities
Candidate Handbook
Nondiscrimination policy
Confidentiality Guidelines
Early Completion Policy and application
Candidate File
Google Classroom Tracking Sheet
Assessment Materials
Survey Results
Performance Expectation Materials
Advisory Council Agendas and Minutes
Professional Network Websites

- Small School District Association
- Future Educator Support
- California Mini Corps
- California Rural Ed Network

Grants

- CalEd Rural Teacher Grant
- Rural Leadership Development
Grant

Interviews Conducted

Stakeholders	TOTAL
Candidates	51
Completers	11
Site Administrators	17
Institutional Administration	2
Program Director	1
Mentors	46
Credential Analysts and Staff	4
Education Technology Staff	2
Advisory Board Members	12
COE Superintendents/Assist Supt.	3
Participating District Leadership	10
TOTAL	157

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Butte County is located in the central valley in Northern California. It is spread over 1,677 square miles and is known as the “land of natural wealth and beauty” and for having agriculture as the backbone of the community. In Butte County, and around the state, the County Office serves students of all ages, educators, administrators, districts and charter schools. Butte County Office of Education aligns their work to the following goals:

1. Provide opportunities for students to develop academic competencies and necessary skills to succeed.
2. Collaborate with partners to support all students, educators and learning communities.
3. Employ and retain exemplary staff and support professional development for all employees.
4. Provide quality educational, administrative and comprehensive support services.

Butte County has 14 school districts with 91 public schools and 18 charter schools.

- Bangor Union Elementary
- Biggs Unified
- Chico Unified
- Durham Unified
- Feather Falls Union Elementary
- Golden Feather Union
- Gridley Unified
- Manzanita Elementary
- Oroville City Elementary
- Oroville Union High School
- Palermo Union
- Paradise Unified
- Pioneer Union Elementary
- Thermalito Union

Education Unit

The BCOE Induction Program serves seven counties, 38 districts, and 82 schools in Butte, Nevada and surrounding counties. They have formed numerous professional associations including collaboration with Orange County Office of Education, who mentored the program in its first year. In addition, they have collaborated with Future Educator Support, a statewide program that recruits college students to become future educators by offering teacher pathways and support to potential teachers and California Mini Corps, a statewide program that hires migrant college students that are interested in becoming teachers to tutor younger migrant students. Program leadership shared that this effort to diversify the educator pool in Butte County has seen migrant children grow up to be tutors in the program, and eventually teachers who participate in the Induction Program and stay in rural communities to serve migrant students.

The program has been growing since their accreditation in 2019. In the first year, there were 116 candidates. That number grew to 128 in their second year of accreditation, and this year, there are 188 candidates including 108 Year 1 General and Special Education candidates, 72 Year 2 candidates, and 8 Early Completion Option (ECO) candidates. The program has 153 mentors for the 2021-2022 academic year.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction	58	128

The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception of the team lead being unable to attend the visit due to personal reasons. Remaining team members covered the interviews and final writing of the report and the Common Standards team member also served in a team leadership role during the visit.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, it has been determined that Precondition 1 is not met.

PROGRAM REPORTS

Butte County Office of Education Teacher Induction Program

Program Design

BCOE Induction Program provides services for many districts and charter schools within Butte and the surrounding counties. The Butte Teacher Induction Program is housed within the Student Programs and Educational Support division of the Butte County Office of Education and is supervised by the Associate Superintendent. The Senior Director of Professional Learning oversees the program and also specializes in Educational Technology for BCOE. Communication happens regularly between the Sr. Director and the Associate Superintendent regarding the induction programs' challenges and successes. The advisory council, which is comprised of Superintendents, administrators, teachers, and support staff from the various school districts that receive Induction programming, meets quarterly to review program data. Additionally, they provide support in making sure mentors are well-matched with candidates within 30 days, serve as a partner in the review process, and share best practices in teaching, etc. The Council also completes an annual survey that collects data about the induction program from their perspective as leaders within their respective local education agency.

Program leadership ensures regular communication occurs between and among program staff and all stakeholder groups. A monthly email is sent to all administrators, mentors and candidates which details important events, upcoming happenings, and focuses areas for their joint work. In addition, program staff communicates regularly across stakeholder groups via email and telephone. Interviews with program stakeholders confirm that these consistent conversations between the Induction program and all stakeholders is appreciated, especially the program's multiple modalities of sharing information. One mentor even stated that "[the Program Director] even gives out her cell number, and you can truly call her any time--even on the weekends." Additionally, surveys are administered via Google Forms biannually and are reviewed by program staff, and results are shared with stakeholder groups during Advisory meetings. In interviews across groups, it was often remarked how responsive and attentive the program director is, "She is easy to work with, and responsive. She responds quickly to needs and always finds time to help out. Her newsletters are a much-appreciated resource."

The Induction Program mentors are classroom teachers or have other jobs within the district such as Teacher on Special Assignment (TOSA) or Multi-Tiered System of Support (MTSS) Coordinator. Site administrators partner with the program director to find suitable mentors for candidates at their site. Potential mentors complete an application and participate in a selection process. Mentors meet weekly with their mentees to complete ILP, support CSTP growth and provide just-in-time support. As part of the weekly meeting, the mentor completes a meeting summary form and submits it to the Induction Coordinator monthly. Mentors also complete both fall and spring observations of candidates to support candidate growth across the CSTP, and in support of candidates' ILP goals. In interviewing mentors as well as site and

district-level administrators they stated that mentoring is a huge positive component of the induction process. As one administrator stated, “The mentors in this program not only help with Induction but actively work to help candidates become good teachers.”

To be selected as a mentor, teachers in the district must meet the following qualifications: a demonstrated commitment to continuous professional learning and collaboration; a clear California teaching credential; the ability, willingness, and flexibility to meet the needs of the new teacher; and a minimum of three years effective teaching experience as determined by professional evaluations and administrator recommendation. While the goal is to have mentors be at the same site as candidates, at times that is not possible. In these situations, the induction program director oversees finding a suitable mentor for the candidate. Mentors attend monthly meetings as well as network meetings and additional trainings. Additionally, all BCOE trainings are offered to mentors at no cost to aid their growth in both their teaching and mentoring practices. As one mentor stated, “BCOE provides free training for anything for induction mentors and candidates. All of these training sessions are great and I have taken advantage of attending many additional opportunities to learn from the program leader and her team.” Ample opportunities are also available for mentors to engage with their peers in professional learning networks through in-person and online platforms; additionally, the mentor growth and reflection plan is used to determine the next steps to support mentor growth and development. In addition to supporting candidates in completing the candidate ILP, mentors also complete their own growth and reflection plan. During the fall and spring, mentors also complete a mentor reflection form based upon their conversations with their candidates. BCOE’s program leaders use this information to determine what additional resources/support mentors may need to advance their candidate’s growth and progress on the CSTP. As one program completer reported, “my mentor continually connected with me amidst other issues going on and I felt so supported.”

The Butte Teacher Induction Program is built upon a continuous improvement model in which ongoing feedback is collected, analyzed, reflected upon, utilized, and monitored to ensure that they are meeting the diverse needs of all stakeholders and adhering to the CTC program standards and common standards. Program leadership and Advisory Council reviews the mid-year and end of year surveys and provides feedback to improve the program. It is clear from all stakeholders that the induction program team deeply values feedback and is always open to ways to improve the program and support the needs of the candidates, mentors, and other stakeholder groups. As one mentor stated, “it’s so easy to provide feedback and talk to them because you don’t have to navigate the system, they are the system.”

Over the last two years, the Butte Teacher Induction Program has successfully migrated over to Google Classroom and Google Drive for their candidate work storage. As a completer commented “the change to Google Classroom my second year made it so nice to have everything in one place.” Due to COVID-19 and the subsequent executive orders pertaining to TPA and RICA the Butte County Office of Education has made additional program modifications to respond to the needs associated with these issues. While some of these changes were a lessening of the load due to school closure in the first months of the pandemic, other changes,

such as moving training to an all-virtual platform, have been more consistently implemented in the 18+ months of this shift. Additionally, due to Induction programs now needing to support candidates with TPA and RICA completion, something that prior to 2020 was not a part of induction, the Butte County Office of Education has worked to provide those types of support as well. Some of these supports include a needs assessment survey for all RICA and TPA candidates, separate meetings to support candidates in completing these requirements, and links to a variety of online resources. As one candidate stated, “[the program director] and team provides resources that are easy to access and therefore make it easier to complete these additional requirements.” Another candidate stated, “If it weren't for [the program director] I don't think I could complete these additional requirements.” Various stakeholders commented on how due to the largely rural nature of the Butte County area, moving to an online platform has been a positive move. The Induction team works to build community, even though on a virtual platform, by sending little notes, gifts, and other ways of personalized connection in the mail. Many mentors and candidates commented on how those little tokens were so appreciated. As one mentor stated, “You never know when you are going to find a fun surprise in the mail from the Induction team.”

Course of Study (Curriculum and Field Experience)

The Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession (CSTP) and provides a roadmap for the candidate's induction work. The plan is collaboratively developed by the candidate and mentor, in consultation with the site administrator, within the first 60 days of the candidate's enrollment in the induction program. The Individualized Learning Plan is guided by the preliminary program transition plan and is intended to be a living document, and modified as needed in response to the changing needs of the participating teacher. The ILP document begins with the candidate reflecting on their Induction Development Plan (IDP) and strengths/growth from prior experience. The candidate then sets a goal for their inquiry cycle and connects a CSTP to the goal. As the candidate begins working on this goal, they and their mentor meet with the site administrator to give input on the goal and discuss challenges.

The candidate then creates a fall professional growth goal. This goal is written as a SMART goal and connected to a learning concern and data used to determine the concern. The candidate also reflects on what professional learning/supports are needed in order to meet that growth goal. They then plan and teach lessons over a minimum of four weeks and reflect on what the data shows.

Upon completion of their fall growth cycle, candidates complete a mid-year review and personal reflection. In this reflection section, candidates indicate progress toward their growth goal, challenges in meeting that progress, and next steps based upon the inquiry engaged in and data collected. Candidates then complete that same inquiry growth goal process for the spring. At the completion of both growth goal cycles, the candidate reflects on their growth in relation to their goal using the learning model.

The individual learning plan is collaboratively developed by the candidate and mentor, in consultation with the site administrator, within the first 60 days of the candidate's enrollment in the induction program. The Individualized Learning Plan is guided by the preliminary program transition plan and is intended to be a living document, and modified as needed in response to the changing needs of the participating teacher.

The unpacking and successful completion of the ILP is explained at orientation as well as throughout the year. Candidates noted that the ILP was reviewed at orientation and within Google Classroom there are loads of resources including example ILPs and videos walking you through how to complete each section. Additionally, the Induction program staff review candidate's ILP throughout the year to provide feedback and support. Mentors are also trained in the ILP document and how to complete it. Mentors check in with candidates on how they are doing with completing the ILP and provide support to candidates' completion of the ILP document. As a stakeholder shared "induction is all about reflecting and the way that cycle was modeled for us is what I then used as I taught."

Candidates are provided with a variety of professional learning opportunities. In addition to weekly meetings with their mentor, they also are afforded a variety of online training opportunities and asynchronous resources for learning. Candidates are informed of professional learning opportunities via the monthly induction program newsletter which is sent monthly to all Induction stakeholders. Candidates and mentors are provided with unique newsletter content monthly. Other stakeholders such as site/district admin and Advisory council may receive their own unique newsletter as well and are also sent candidate and mentor newsletters. Additionally, candidates meet with their site administrator at the beginning of each year as they start on their ILP in order to gain insight and support from their administrator. The site visit team found that while some candidates have been provided an opportunity to observe exemplary teachers, many have not yet been able to do so. Conversely, most mentors have already observed their candidate and all are expected to do so at least twice per year.

The mentor is trained to provide support of the candidate's Individual Learning Plan process from its development, implementation, and completion. Mentors provide support and feedback to candidates in goal setting, CSTP selection, and also in the activity and reflections sections of the candidate's ILP. Candidates verified the support that mentors offer throughout the ILP process and many stated that the mentor not only helped them complete the paperwork piece but through conversation better understood the purpose of ILP. Mentors also use the information provided in mentor training and the CSTP continuum with their candidates to support reflective growth in the candidates chosen standard. As one mentor stated, "In mentor training we spend a lot of time on questioning and practice, asking open-ended questions. That practice is really helpful when we help our candidates complete their ILP because it's all reflection based."

Assessment of Candidates

Candidates are assessed for competency at the end of each year and informally assessed frequently throughout the year. Candidates receive feedback from program leaders throughout the year and review the completion checklist to make sure each candidate is on track to successfully complete on time. As a completer stated: "I took a deep dive to understand why I am doing things and why it is important to reflect on it." In addition, candidates are graded and provided feedback on their Individualized Learning Plan to monitor and verify progress toward program completion by the Senior Director of Professional Learning via Google Classroom.

The induction director provides feedback to candidates to help ensure timely completion of program requirements. In May, all candidates complete their final submission, and their portfolio is reviewed a final time by their mentor and program staff. Candidates are recommended for a clear credential if they are determined to meet program completion criteria and show growth along the CSTP continuum of teaching practice.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with all stakeholder groups including site and district administrators, mentors, both year 1 and 2 candidates, recent completers, County Office staff including Superintendent, Associate Superintendent, and Induction program team including Induction Program Director and staff, the team determined that all program standards are met for the Butte County Office of Education.

INSTITUTION SUMMARY

Following partnering with another agency to provide teacher induction, BCOE earned approval as a program provider in 2019. This decision to provide a county office based mentoring system support to new teachers was a significant success within an extremely challenging contextual environment. Since their approval as an accredited induction program, Butte County residents have had a series of devastating events, including the Oroville Dam Crisis, the Camp Fire that destroyed six school buildings, damaged two, and caused 85 fatalities. The North Complex fire that destroyed an additional two buildings, and then the Dixie fire that burned 963,000 square miles followed the pandemic. Through this series of overwhelming crises, the Superintendent of Butte County Office of Education stated, “We are familiar with devastating fire, but we have learned from our past, we are prepared for our present, and we know that no matter how many times we face the flames, we will rise together from the ashes to build our future. We are Butte Strong.”

Program members of the advisory shared that in this time, the Induction program has been pivotal in responding to the changes that come without notice. One site administrator stated that the program has “dramatic impact on new teachers’ lives. The positivity of the program has a positive impact on the culture and greatly effect on our teachers.” Candidates and mentors praised the program and process. One candidate shared, “I feel that I had a preconceived notion that [induction] was going to be something extra added to my plate, but the resources have just been a support instead of an overwhelming hurdle. The activities are based on my context and situation, so this has been very positive.” A mentor said, “I went through the program, and now I am a mentor. I am still in close contact with my mentor, and I felt connected with the school and district because of the program.” Another mentor explained that the new program is “night and day better than my previous experience.” Site leaders and district leadership echoed those sentiments.

Program staff appreciate and are appreciated by the program leadership. Grounded in the vision of the Student Program and Educational Support Division of BCOE, this program is guided by the principles of wellness, relationships, and service with a rural lens and continuous improvement, and that is honored and recognized by all. “Thank you for all you have done for me during induction. I appreciate your passion. Having our meetings at the end of a long day teaching could have been exhausting, but I always felt refreshed and cared for at them. I know that was mainly because you cared to make it a meaningful and intentional experience.” (Program completer). As a BCOE mentor commented, “The Butte Teacher Induction Program is more than an opportunity to clear a preliminary credential. It is an opportunity to connect and grow with a team of professionals that are always supporting and rooting for you.”

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 stakeholders 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
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 Butte County Office of Education (BCOE) centers on student wellbeing and achievement by ensuring the professional success of teachers in their induction program. Induction provides enhanced training, feedback and guidance from highly qualified mentors who guide the candidate on a system of inquiry and growth based on the California Standards for the Teaching Profession (CSTP). Candidates cultivate a professional learning network that eliminates professional isolation and continues to support them throughout their career. One mentor commented that becoming a mentor forced a coaching relationship with a new teacher from her grade level that has blossomed into three years of a continuing collegial relationship. Another said, "I have had to reflect on my own practice in the CSTP, and that has made me a better teacher. However, the 'just in time' activities are equally important to the social-emotional health of the new teachers."

Building on the individual teacher's preparation program, the Individual Learning Plan (ILP) aligns mentor work, goals from the CSTP, professional development, analysis of student data, and reflection on instructional practice. One mentor commented, "This work is real and authentic." A district leader said, "Program leaders have created a well-run, professional program, but I think [the program leader] would agree that the mentor relationship is the most crucial aspect for the induction teacher. Our remarkable mentors provide robust reflection opportunities for new teachers that lay the foundations for growth."

The program actively seeks input from candidates, mentors, site and district administrators, and county leadership. The stakeholders' feedback is collected, analyzed, and discussed in Advisory Council meetings to ensure that the program meets the diverse needs of candidates and the students they serve. In addition to the collaboration within the county consortium, the Butte County program leadership participates in professional networks including the Small School District Association, Future Educator Support, The California Rural Ed Network, and the California Mini Corps. Several stakeholders discussed the power of the California Mini Corps, which originated at Butte County Office of Education. High school students who have aspirations to be a teacher have the opportunity to tutor younger students, and when they enter college, tutor students whose families are migrant workers. An Advisory member reported that this "grow your own" effort to diversify the educator pool in Butte County was successful as some of the students who grew up in migrant families have now settled in Butte County and participate in the BCOE Induction program as teachers with Preliminary credentials.

Professionals hired to support the Induction program have knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity. The BCOE recently adopted a resolution recognizing the Fight Against Discrimination and Racial Injustices, and is implementing that with professional learning opportunities, book studies, wellness communities, and courageous conversations among all BCOE management teams.

Program leadership tracks candidate progress on the ILP in the Google Classroom platform. This progress monitoring, along with ongoing monitoring and feedback of a candidate's

induction process serve as a complete tracking system. In addition, credential analysts gave examples that show how they carefully monitor each candidate’s preliminary credential at the beginning of the induction journey and send timely reminders about any additional requirements.

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

The Butte County Office of Education (BCOE) accepts all applicants who have completed preliminary credential requirements. Candidates complete an application that is reviewed by the induction director and credential analysts.

Year One candidates who need to complete the CalTPA or RICA reported that “the supports are very organized and helpful, and make it feel like it is doable.” A Year Two candidate reported that in their prior program they made no progress on their TPA. This person noted that BCOE had resources available that made the process easier to follow, and that they felt confident that the TPA and RICA would be successfully completed this year. Mentors echoed that feeling, and felt empowered to individualize the ILP for candidates to ensure teacher success. “When the candidate's stress level goes down, they are much more likely to be successful. This program helps candidates understand small steps to make a great journey.”

In order to create coherent mentor and candidate teams, site administrators make recommendations based on knowledge of the potential mentor and local context. After being “vetted” by the induction program, Program leadership establishes ongoing personal

relationships with both candidates and mentors to ensure understanding of program requirements and progress toward completion of those requirements. When asked about this process, one year one candidate exclaimed, “[The Program Leader] even gave me her real personal cell phone number!”

Interviews with all stakeholders made it clear that they felt the program is exceptional at providing personal and clear instructions for program expectations. While most candidates complete the traditional two-year program, experienced and exceptional candidates may complete an application for Early Completion Option (ECO) that includes letters of recommendation and documentation of exceptional work.

In order to diversify the educator pool, BCOE has established working relationships with universities and professional networks. Interviews with the director and with staff from California State University, Chico confirm that the director’s presentation to credential students has helped recruit a diverse pool of educators to small rural communities. Their partnership with the San Diego State University Future Educator Support system offers opportunities to train more people to teach special education, bilingual education, and STEM (Science, Technology, Engineering, and Mathematics). The Coordinated District Support Team offers social-emotional learning practices as well as restorative practices to bridge racial disparities in schools.

Members of the Ed Tech team discussed customized asynchronous classes that were created for candidates and mentors to understand and effectively use Google Classroom and other Google platform applications in both their induction work and with their own classes. One mentor shared that those videos were so helpful that veteran teachers were also using them to hone their skill and understanding.

Program leadership provides timely individualized feedback on ILP submissions using the Google platform. Several candidates shared statements like, “I got a personal email giving me positive feedback and an idea for improvement.” Mentors said that the program leadership also commented on their progress and offered support if corrections needed to be made. A site administrator commented that “The personal touch that [the program leader] gives to each candidate and mentor is at the heart of the success of this program.”

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The Individualized Learning Plan (ILP) is the roadmap for candidates in the Butte County Office of Education (BCOE) Induction program. These living documents are modified as needed in response to the changing needs of the candidate and include opportunities for both in-person and virtual professional development.

Mentors in the program are recommended by site administrators. They are vetted through a rigorous mentor application process that includes a questionnaire and ranking on a matrix that includes both professional educator and logistical criteria. Mentors reflect on practice and establish a mentoring growth plan. Mentors described this process as “Reflective, challenging,

and ultimately game-changing as I had to think about my strengths, what I would bring, and what my purpose was for being a mentor.” Candidates shared that they have the opportunity to give feedback on the efficacy of their mentors. One candidate said, “My mentor is my connection to the larger community. I came to Butte County knowing nobody, but my mentor knows everyone, and she continues to use her resources to make teaching easier for me.”

The BCOE Induction program provides a monthly newsletter that includes professional learning for candidates and mentors, links to register for network meeting events, Ed Tech information, and other relevant links. Since all professional learning seminars are recorded, a person who was unable to attend can find the link to the recorded session in the newsletter.

Candidate progress is monitored and reported in a variety of ways. The program leader sends individual, private comments to candidates related to the candidate’s ILP that includes feedback and a list of possible additional resources. Documentation is shared through the Google Classroom. Additionally, mentors and candidates complete digital collaborative logs for each semester that document them meeting for a minimum of an hour per week, and candidates complete an exit presentation that includes their inquiry question, student data, summary of professional learning, and modifications to learning, all based on data and professional development. The site visit team was able to examine documents including a redacted Google Classroom Grade sheet where progress is monitored, and redacted individual emails sent to candidates and mentors with specific, timely feedback on their work. Interviews with candidates and mentors verify the veracity of those documents.

Site administrators, district leaders, and county office leadership reported that BCOE is actively implementing procedures and protocols to help mentors, candidates, and leadership better understand and attend to the needs of a diverse population. An advisory member pointed out that few people were willing to move to this area so hard-hit by wildfire, so the strategy has become to create even better opportunities for residents of Butte County to stay and thrive in that setting. District and site leadership shared that the BCOE Induction Program was a massive asset to the region because of the rigorous, supportive, and compassionate nature of the program.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The Butte Teacher Induction Program is built on a continuous improvement model that revolves around data from candidates, mentors, supporting districts, the advisory council, and the completer data from the Commission on Teacher Credentialing. Data is analyzed and program adjustments and/or modifications are implemented to ensure that the induction program is meeting the needs of candidates and consequently the students they teach. Because the program is new and received its accreditation in 2019, there are not multiple years of data. They did, share, however, two years of local data to show the program’s growth and impact based on candidate and mentor feedback.

Survey results reveal that in the first year of implementation, 69% of mentors rated their training as a 4 or 5 on a five-point Likert scale. That number increased to 82% in the 2020-2021 year. Mentors shared the challenges of a program that was beginning in the same year as the onset of the pandemic, but noted that even in these challenging times, the program has been responsive to their feedback.

Similarly, candidate surveys showed that 83% of the candidates in 2019-20 rated their experience with mentors at a 4 or 5 on a 5-point scale. By 2020-21, 95% of candidates rated the program at a 4 or 5. Similar satisfaction was shown by candidates in communication from the Induction Team.

The Advisory Committee talked about the approachability, rigor, and compassion that are hallmarks of this program. They shared that most survey data reported such satisfaction that few changes needed to be made. However, the program leadership shared several shifts based on formal and informal feedback from candidates and mentors. In the first year of implementation, candidate and mentor surveys indicated that the platform used to submit evidence in the ILP was cumbersome. The program responded with Google Apps for Education, including Google Classroom. Beyond changing the platform, program leadership enlisted the Ed Tech team to create customized training videos for candidates and mentors to be successful in the use of these platforms not only in Induction, but also in their teaching context.

Enhancements in network-building and collaboration were implemented in response to some CTC completer data, and professional learning activities are recorded so that anyone with a schedule conflict can watch the presentation at a different time. A Year Two candidate explained that their family had small children at home, and having the flexibility to learn and participate from home helped ease some tension and make the learning process more effective.

Site and district leaders expressed unwavering support for BCOE Induction. Comments included, “The Induction Program does the heavy lifting of supporting a new teacher in a difficult time,” and “One of our former students is now an induction candidate in our district. It is nice to see families deciding to stay in the area.”

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard

The Butte Teacher Induction Program evaluates its impact through a variety of assessments including CTC completer data, training evaluations, mentor goal setting and reflections, collaborative logs, co-assessments, mid-year surveys, exit interviews, and end-of-year surveys.

Beyond the survey results, however, the Butte Teacher Induction Program has made a significant impact on a community hard-hit by the pandemic and California wildfires. The program received the CalEd Rural Teacher Grant that made it possible to award 50 scholarships to rural teachers enrolled in the program. These scholarships covered all induction fees and created professional learning modules based on the CSTP. Site administrators, Advisory members, candidates, mentors, and program staff consistently shared that the positivity of the program creates a “dramatic impact on new teachers’ lives.” “In a time of mental health crisis in our area, it is important to have someone close by to take a new teacher by the hand and walk them through. The beauty is that the mentor benefits from the walk alongside the teacher, and everyone wins.”

Weekly mentor-candidate meetings address both “just in time” needs along with longer-term analysis of teaching practice to help candidates develop enduring professional skills. In addition

to the work on the ILP, candidates in the program have unlimited, free access to the county's EdTech sessions, and a two-day Winter Workshop where candidates and mentors have the option of participating in self-selected professional learning sessions.

The program has reached out to local businesses and communities to provide prizes to recognize the outstanding work of candidates and mentors, and the leadership team, candidates, and mentors have been recognized by outside organizations for the impact they are making on education.

One superintendent concluded the interview by saying, "We exist at the county to make the student and staff experience better. The induction program has that same vision and meets the needs of both rural small-staff districts and larger communities because they individualize the experience for each candidate. Quality teaching creates quality student experiences, and Butte County induction is helping us produce quality teachers."

One Advisory member summarized it as "The program is so supportive that long-time teachers and principals follow the lead of the induction program. Even educators who lost their home or had personal family loss get up every morning, smile, and move forward in service to students."