

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Butte County Office of Education

Professional Services Division

**May 25, 2011
Overview of this Report**

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 reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	x		
2) Unit and Program Assessment and Evaluation	x		
3) Resources	x		
4) Faculty and Instructional Personnel	x		
5) Admission	x		
6) Advice and Assistance	x		
7) Field Experience and Clinical Practice	x		
8) District Employed Supervisors	NA		
9) Assessment of Candidate Competence	x		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	5	1	

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 Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Butte County Office of Education

Dates of Visit: April 10-12, 2011

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it 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:

Common Standards—

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Induction Program. Following the discussion of the program review, the team considered whether the Program Standards were met, met with concerns, or not met. The consensus of the team is that all Program Standards are **Met**, with the exception of Induction Program Standard 3 which is **Met with Concerns**.

Overall Recommendation –

Due to the fact that all Program Standards are met with the exception of Program Standard 3 and all Common Standards are Met, the team recommends an accreditation decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Advanced/Service Credentials
General Education (MS and SS) Induction Programs

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Butte County Office of Education be permitted to propose new credential 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

Team Leader:

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Common Standards Cluster:

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Advanced Programs Cluster:

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Staff to the Visit

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Consultant

Documents Reviewed

- Admission Policies and Procedures
- Advice and Assistance Documents
- BCOE Induction Website
- BCOE Program Handbook
- Biennial Report
- Biennial Report Feedback
- BTSA Induction State Survey Reports
- Candidate Portfolios and Completion Data
- Accountability Report
- Collaborative Logs
- Common Standards Narrative
- Credential Analyst Spreadsheet
- Faculty Vitae
- Graduate Survey
- Individual Induction Plans
- Meeting agendas
- Memorandums of Understanding
- Mid-Year Survey
- NECTEC LAS Documents
- Program Policies and Procedures
- Roles and Responsibilities of Program Staff
- Site Administrator Briefing Feedback 2009
- Seminar Facilitator Guides

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	0	8	10	18
Completers	0	8	8	16
Institutional Administration	1	0	2	3
Program Director and Staff	2	2	2	6
Leadership Team (Professional Development Providers)	7	7	0	14
Support Providers	11	11	0	22
Site Administrators	0	3	7	10
Human Resources and Credential Analysts	0	7	0	7
Advisory Board Members	0	5	0	5
IHE Members	0	2	0	2
TOTAL				103

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

Background information

Butte County Office of Education is located in the county seat of Oroville, CA, 70 miles north of the state capital of Sacramento, along the western slopes of the Sierra Nevada. As of the 2000 census, the county has a total area of 1,677.11 square miles, 37 of which is water, and had a population of 203,171. County demographic information for 2009-2010 shows the county to be demographically diverse.

Butte County, "Land of Natural Wealth and Beauty", is watered by the Feather River and the Sacramento River. The county is the home of California State University, Chico and of Butte Community College. Butte County has 67 schools in 14 districts, serving 34,612 students through 1,545 teachers, according to 1995 CBEDS information. The pupil/teacher ratio is 22.4:1 with an average class size of 27.7. The percentage of "not white" students was reported as 24.4. Butte County Office of Education is committed to the success of every student and the excellence of every educator with the expressed goal to serve all students, in Butte County and throughout the state, encapsulated by the motto "where children come first."

Education Unit

The Butte County Induction Program is a consortium program providing an Induction experience to an average of one hundred participating teachers annually. The consortium program serves fourteen school districts and participating charter and private schools within Butte County. Butte County Office of Education offers a General Education (Multiple Subject and Single Subject) Induction Program. The Butte County Induction Program is supported

within the Educational Support Services Department and the Instructional Resource Center in the Butte County Office of Education (BCOE). A full time program administrator manages the program with the assistance of 1.0 support personnel. The program employs Professional Development Facilitators (PDF) who, together, serve as the leadership team. Each PDF is a full-time classroom teacher and serves, or has served, as a support provider. Currently, BCOE Induction has 46 teachers acting as support providers, serving 55 candidates.

The goal of the program reflects the county’s goal, to provide participating teachers with high quality extended preparation and professional development that enables them to meet the academic learning needs of their students. Each candidate is matched with an experienced and knowledgeable support provider who conducts mentoring and support throughout the *Northeastern Teacher Education Collaborative Local Assessment System (NECTEC LAS)*. The research-based NECTEC LAS system asks the candidate to demonstrate his or her practice through the Plan-Teach-Reflect-Apply cycle along with inquiry and reflection that allows the teacher to implement personal action research in his or her classroom. At the conclusion of the Induction Program, the program administrator recommends candidates for their Clear credential.

The Induction Program’s foremost priority is to provide participating teachers with high quality extended preparation and professional development that enables them to meet the academic learning needs of their students. A constant focus is maintained on student achievement while building strong professional relationships and developing lifelong professional learners. The Induction Program promotes the lifelong cycle of continuous improvement with teachers new to the profession by supporting them in attaining attributes, skills and abilities through the plan, teach, reflect, and apply cycle, the inquiry process, the Individual Induction Plan and networking with other professionals.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
General Education (MS and SS) Induction Program	Advanced	27	41	CTC

The Visit

The review took place at the offices of Butte County Office of Education in Oroville, CA from April 10th to the 12th, 2011. The site visit team included three team members and a team lead. Prior to the visit, team members engaged in two telephone conferences to discuss their completed planning documents and to develop questions for Butte County Office of Education’s constituent group representatives. At the visit the team reviewed documentation and interviewed stakeholders before arriving at an accreditation recommendation.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Butte County Office of Education Beginning Teacher Support and Assessment Induction Program (BCOE Induction) creates and articulates a research-based vision based on the California Standards for the Teaching Profession (CSTP). Using data and program trends for the induction of new teachers, the program holds a vision in which new teachers are knowledgeable, effective practitioners of current pedagogy, creating safe and equitable environments in which all students learn. Interviews with stakeholder groups including district and program leadership, advisory council members, and site administrators confirm that the program creates and articulates an Induction Program dedicated to creating a culture of comprehensive support for participating teachers, sites, and student success.

A review of program documents confirms that the BCOE aligns its Induction Program goals to the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks. As a site administrator stated, “a positive of the Induction Program is the support of basic teaching strategies, good support around the language of teaching, frameworks and standards.” Candidate portfolios, in addition to interviews with support providers and participating teachers provide additional evidence to support this alignment.

Program documentation states a priority of the BCOE Induction is to provide participating teachers with high quality professional development, enabling teachers to meet the academic learning needs of their students. A continuing focus is maintained on student achievement while building strong professional relationships and developing lifelong professional learners. Interviews confirm the Induction Program promotes the cycle of continuous improvement for teachers new to the profession by supporting them in attaining the attributes, skills, and abilities necessary for professional educators.

Program leaders and stakeholder groups organize, govern, and coordinate all aspects of the program. Program leadership team members participate in ongoing professional development such as Mentoring Matters, Cognitive Coaching, Professional Learning Communities, and Formative Assessment training, to maintain and enhance an understanding of the roles and responsibilities necessary to provide ongoing support to participating teachers. Interviews with

the program administrative staff, leadership team, support providers, and participating teachers reveal that through program surveys, seminar evaluations, and feedback to the program facilitators, stakeholders have a voice in the ongoing organization of the program. Program participants at all levels shared that the program has been responsive to the input, needs, and suggestions provided on surveys and seminar evaluations. During interviews with support providers it was stated, “The program asks for assessments (of seminars) each month and they read it! Even the binders changed this year!”

The BCOE Advisory Council, represented by district Superintendents (or their designees), administration, and institution of higher education faculty, determine program policies and participate in decision-making affecting all program participants. Interviews with committee members substantiate their involvement in providing input for program design, revisions to the assessment system, analyzing data to support program improvement, and professional development.

To ensure a connection with the district and program’s vision, the BCOE Induction Program provides professional development for participating teachers and support providers aligned to program requirements and goals stated on the participating teachers’ Individual Induction Plans. The program provides several opportunities for assessment and evaluation of candidates and the program, through a collection of formative assessment documents, formal and informal surveys, and participation in the accreditation process.

The Induction Program administrator supervises and maintains the authority needed to represent the interest of the program including reviewing and revising the budget, participating in trainings, state meetings and professional development. Program leaders, support providers, and leadership team members emphasized they work in concert to promote participating teacher success. Interviews with program leadership confirm the BCOE program administrator has the authority to make decisions with respect to budget, the responsibility for the overall coordination of the program including the supervision of all Induction staff. Additional responsibilities include attendance at job-alike related meetings both locally and regionally, Instructional Resource Center (IRC) department meetings, record keeping, assignment of support providers and candidate advisement. County office administration states they work in concert with the program administrator, discussing ideas and strategies to share programmatic knowledge, skills, and strategies with other members of the BCOE educational consortium.

The BCOE Induction Program maintains a comprehensive clear credential recommendation process that ensures participating teachers have met all the induction standards and program requirements. A review of the program’s Memorandum of Understanding, application and BTSA Induction Handbook, reveal participating teachers are informed of the requirements and process for credential recommendation. The verification process of participating teachers for credential recommendation includes an “Accountability Card Report”, four Inquiry Portfolios, the completion of four Individual Induction Plans, Collaborative Logs, and participation in monthly seminars. The program senior secretary maintains a database of participant progress and is responsible for the issuance of program transcripts. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential. Once processed by the CTC, the Notification of Credential Issuance is sent to the Induction Program Administrator, emailed to and filed in the

participating teacher's personnel file. Interviews with program completers verified this process.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Interviews with program staff, the Advisory Council board members and review of documents indicate that the Butte County Office of Education (BCOE) Induction Program has an assessment system for ongoing program evaluation and improvement. The program administrator reviews information from external state surveys and internal data relating to participating teachers, support providers, district and site administrators, and various program staff. Three forms of internal program assessment are also evident: (1) Review of the informal program evaluations of monthly mandatory professional development seminars, (2) Evaluation of the formative assessments from Northeastern California Teacher Education Collaborative Local Assessment System (NECTEC LAS) for participating teacher evaluation of their teaching practices, and (3) Graduate Survey. The internal assessments provide data points for modifying the NECTEC LAS inquiry activities in collaboration with administrators from local consortia and for adjusting the scope and sequence of the professional development seminars.

A review of the program's biennial report complements interviews of participating teachers, including completers, and confirms that systematic formal and informal data analysis is utilized to design program changes for the current or subsequent years and also to meet the needs of the participating teachers. The content of the mandatory monthly professional seminars is based upon the needs and/or weaknesses identified through the program assessment and also after articulation with representatives from institutions of higher education.

After interviews with many stakeholders regarding decision making and program direction, the role of the Advisory Council, that includes district administrators and representatives from institutions of higher education, functions to oversee program policy decisions affecting the entire consortia such as revising the formative assessment system and meets formally three times a year. The Leadership Team, consisting of the professional development facilitators, professional development coordinator and program administrator, meets monthly to examine data compiled by the program administrator to formulate changes in the program that affect day-to-day operations.

Data presented in the program's Biennial Report regarding candidate competencies provide a summary of the most recent NECTEC LAS portfolio reviews including participating teacher scores on selected formative assessment activities. Although three activities with scores were observed as below proficient (lowest average score 2.7/4.0) and participating teachers scored higher in year 2, the leadership team has started a reflective process of analyzing the information.

Further implications about new knowledge of application to teaching and learning are considered by careful analysis of the data established by monthly activity logs, participating teachers' formative assessment (NECTEC LAS), feedback from surveys, participating teachers and support providers and input from university collaborators. After a comprehensive review, it is evident that all stakeholders have a commitment to a quality program based upon the needs of the participating teachers.

A review of documents and interviews with relevant stakeholders reveals a lack of data regarding the effectiveness of the unit and its delivery of services to other constituents in the unit. However, there is ample anecdotal evidence from local district employees, representatives of institutions of higher education and site administrators that the program functions at a highly satisfactory level. A system for a more focused collection of data regarding unit services is currently under development.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The Butte County Office of Education Induction Program demonstrates a clear commitment to providing the resources necessary to effectively meet the standards for educator preparation. Funding is allocated for a full-time administrator, a program secretary and additional staff, such as Professional Development Facilitators (PDF). Interviews indicate that other personnel resources, such as the IRC secretarial pool, the Credential Analyst and the Financial Analyst, are available to the program director whenever needed. The BCOE also reserves office space, which is paid for by the Induction Program, and professional meeting facilities space. As evidenced in the training room, technology equipment and support have been adequately supplied for teacher training.

The partnering districts' contribute to the delivery of program components. Memorandums of understanding delineate that districts provide in-kind support, based on their number of participating teachers in the BTSA Induction program. Interviews with stakeholders indicate that these funds provide release time for participating teachers, support providers and professional development facilitators. District in-kind funds pay part of the support provider stipend. Partnering districts also contribute by providing release time for advisory council members' attendance at quarterly meetings and administrator's attendance at the bi-yearly Administrator Breakfast.

Interviews with district stakeholders indicate that the program administrator is responsible for development of the BTSA Induction budget. The county superintendent oversees the budget. Interviewees indicated that the advisory board monitors resource allocations approved by the superintendent and makes suggestions for adjustments to address project needs and to ensure that goals are effectively coordinated with district initiatives.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

The individuals charged with providing professional development and supervising field-based experience to the teacher candidates are qualified and experienced. The program administrator has been leading the Butte County Office of Education Induction Program for six years. In stakeholder interviews, respondents unanimously praised the administrator's knowledge and leadership skills. Support providers commented on the positive changes to the formative assessment system and training format during her tenure. Site and district leaders spoke about their appreciation for her communication skills and responsiveness to their districts. All stakeholders spoke regarding the administrator's professionalism, responsiveness and desire for constant program improvement.

The professional development facilitator group is trained to teach the assigned seminars for participating teachers and support providers. Resumes and interviews indicate that their training includes programs such as Mentoring Matters, Cognitive Coaching, and NECTEC LAS. The program design provides the opportunity for the team to work together regularly. This has led to program capacity that was duly noted by interviewees. One stated that any of the professional development facilitators could lead seminars interchangeably; that the facilitators were 'seamless'. Support providers noted that the group is very service oriented. They felt that their positive attitudes created an upbeat tenor for the program.

The BCOE Induction Program has a system of ongoing training for support providers. Support providers receive a day of training on the formative assessment system, and a day of training that introduces them to the role of a support provider. They participate in ongoing training at

monthly seminar breakout sessions. Training requirements are stipulated in the “Support Provider Roles and Responsibilities” document, and fulfillment of those responsibilities is corroborated by support provider collaborative logs and by seminar evaluations.

Through review of resumes, professional development facilitators have the training and experience that indicate knowledge in the content they teach, understanding of the context of public schooling, and modeling of best professional practices in teaching and learning, scholarship, and service. Interviews with program leadership indicate that these individuals hold leadership roles, such as department chairs, on their sites. Interviews with program participants indicate that the professional development facilitators go out of their way to learn about the contexts in which their participants are teaching. One example corroborated by professional development facilitators and support providers was that the professional development facilitators spent significant time at a particular charter school in order to learn how to better serve the needs of their participants.

The program has developed specific criteria for support provider selection, and communicates these criteria through the Support Provider Selection and Assignment Criteria Matrix. Site administrators are expected to use this matrix to select support providers who have current knowledge in the content they teach (including academic standards and frameworks), understand the context of public schooling, and model best professional practices in teaching and learning.

The professional development facilitators and support providers are currently not reflective of a diverse society but use the seminar format and the formative assessment system to prepare the candidates to address issues of diversity. The professional development facilitators have a variety of expertise in areas such as teaching English Learners and special populations students. Conversations with program leadership indicate that when openings become available, diversity will be a consideration in the selection of professional development facilitators and support providers.

The BCOE Induction Program design allows for regular collaboration with colleagues. For professional development facilitators, this is accomplished in a number of ways. Professional development facilitators are full-time or retired teachers, and participate in all collegial activities on their site as well as in monthly Leadership Team meetings. They also participate in collaborative meetings with neighboring BTSA Induction consortia that use the NECTEC LAS. Professional development facilitators express that these meetings are very beneficial in supporting the growth of their program.

Many support providers are also full-time teachers who engage in site-based interactions. In addition, they have the systematic opportunity to collaborate with other support providers at initial trainings and at monthly seminars.

The BCOE Induction Program allocates resources for faculty development. Review of the program budget indicates allocation of funding for conferences and training. The memorandum of understanding with districts delineates in-kind funding for support providers to participate in Induction Program activities and training. Interviews with professional development facilitators indicate that their training requests and needs have been accommodated.

The BCOE Induction Program uses a variety of formal and informal assessments to evaluate the performance of professional development facilitators and support providers. Evaluation of professional development facilitators is multi-faceted. The administrator attends the monthly seminars presented by professional development facilitators and provides individual feedback to presenters regarding content and presentation skills. Seminar participants complete evaluations for each seminar. All evaluations are reviewed by the professional development facilitators and the administrator and inform future changes. Professional development providers also use the “Professional Growth Plan of Action” to document professional growth goals. They report that the program administrator reviews and revisits these goals with them over the course of each year. The program administrator reported that the structures above, along with review of the professional development facilitators’ fulfillment of roles and responsibilities, enables an accurate means for determining decisions regarding retention of those who are consistently effective.

Opportunities for support provider evaluation of services occur by the participating teachers on the open-ended comments boxes seminar feedback form, on their collaborative logs, and through annual growth plans. Evidence of a systematic plan for support provider evaluation was not found.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Participants are admitted to the program when they are hired by one of the participating districts and 1) hold a preliminary multiple subject or single subject credential that needs to be cleared or 2) have been trained out of state or out of the United States with a renewal code that requires induction for credential renewal. As a Tier II program, multiple measures for an admission process that encourages diversity and pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness have been addressed by the teacher preparation program that candidates have previously completed.

To ensure eligibility and placement of participating teachers into the program, the BCOE Induction Program collaborates with consortium human resources personnel. Human resources personnel perform an initial evaluation of the preliminary credential and send the completed advisement form that provides candidate personal, school site and credential information to the senior secretary. The senior secretary obtains a copy of the candidate’s credential and enters the credential information into a database that tracks the candidate’s progress. The information

is also retained in an accessible hard copy in the form of an accountability report for each candidate.

The senior secretary forwards a copy of the preliminary credential for to the Butte County credential analyst to establish and clarify eligibility requirements for Induction. The Butte County credential analyst states that she maintains her level of training through resources such as podcasts, CTC online tutorials, and CAW News.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

The program incorporates a wide variety of personnel to advise candidates throughout their participation in the Induction Program. Interviews with participating teachers indicate a high level of satisfaction with both advice and assistance from the program, citing a plethora of program structures to aid the candidate toward completion. One of the first professional development seminars involves an orientation discussion and packet for completing the Induction Program. The program also has a handbook that is available in hardcopy and digitally outlining the steps for successful completion as well as options for early completers or for extension should that be necessary.

Support providers are assigned to each candidate to guide through the Induction Program. Trained professional development facilitators also act as coaches, to support participating teachers during their formative assessment activities. Participating teachers, support providers and professional development facilitators meet for mandatory monthly seminars during which time is allocated for collaborative work on defined program goals. The program administrator/induction staff sends email reminders of fee obligations, deadlines for applications and upcoming Induction/CTC requirements. Each professional development seminar is bookended with a reflective activity on current work and a “Things I Need to Do” sheet that serves as a check sheet of the next month’s work. Participating teachers and program graduates reported that the support and knowledge provided by these key personnel were vital in their completion of the inquiries and the program itself.

Participating teacher progress is reviewed formally and informally throughout the two years, particularly during the professional development seminars. Progress is monitored during coaching sessions and one-to-one conversations between support providers, participating teachers and professional development facilitators and documented in the inquiry completion logs that are self-monitoring check sheets. The program administrator is available at seminars for informal progress checks should participants have questions.

Review of the collected evidence indicates there are many checks and balances in place for the completion process and qualified members of the program are assigned and available to advise applicants and candidates about their academic, professional and personal development and to assist each candidate's professional placement. Deadlines are set for each of the formative assessments but extensions are granted through a formal application process.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The Butte County Induction Program provides several levels of support and guidance for participating students to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. The personnel largely consist of support providers who function as field mentors in the classroom experience and professional development facilitators who act as coaches during the formative assessment assignments. The support providers, participating teachers and professional development facilitators convene at monthly professional development seminars to collaborate and interact with content designed to be relevant to both their classroom and assessment activities.

The Butte County Induction Program, in partnership with Tri-County and North State BTSA Induction Programs, and California State University Chico, has designed a formative assessment system, *Northeastern California Teacher Education Collaborative Local Assessment System (NECTEC LAS)*. NECTEC LAS provides a planned sequence of experiences for candidates to develop and demonstrate their knowledge and skills. This formative assessment system is comprised of four scaffolded, linked inquiries that demonstrate candidate knowledge of teaching and assessment for all students. The inquiries, which have clear criteria reflecting the CSTP and induction standards, are as follows: Effective Learning Environments, Engaging All Students, Pedagogical Skills, and Action Research.

The BCOE Induction Program designates the criteria for selection and assignment of support providers. The program provides districts and site administrators with the Support Provider Selection and Assignment Criteria matrix, along with the Support Provider Roles and Responsibilities document.

NECTEC LAS provides a number of opportunities for participating teachers to understand and address issues of diversity. These opportunities include the *Class and Student Profile*, the *Focus Student Work Analysis*, the lesson plan template and the *Focus Student Selection*. In

addition, participating teachers participate in both the special populations and equity and diversity seminars. According to state survey results, 40.9% of Year 1 PTs reported that participation in Induction had a moderate impact upon minimizing bias and using culturally responsive pedagogy; 48% of Year 2 participants reported that participation in the Induction Program had ‘some impact’ on these aspects of their practice.

Standard 8: District-Employed Supervisors

Does Not Apply

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Program leadership has a clearly defined process for examining and monitoring teacher application of the California Standards for the Teaching Profession (CSTP) and documentation of the knowledge, skills, and abilities required to earn a clear credential. The NECTEC formative assessment system includes a review of four inquiry portfolios submitted by participating teachers during the two-year induction process. The portfolio provides evidence that participating teachers demonstrate their professional knowledge and skills. Participating teachers self-assess each inquiry portfolio prior to their submission. Interviews with stakeholders verify that the portfolio review process includes the calibration of portfolio readers, a systematic, formalized review process, and procedures to support participating teachers.

Participating teachers’ evidence of application, program participation and completion of required elements is reviewed formally by program leadership and staff on an ongoing basis. To ensure progress toward successful program completion and accuracy of records, the BCOE Induction Program maintains an electronic database of program requirements which provides evidence of the participating teacher meeting the Program Induction Standards. Once program requirements are met, all participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential through the Induction Program.

General Education (MS/SS) Induction Program

Findings on Standards

Program Design

The Butte County Induction Program is housed within the Educational Support Services Department and the Instructional Resource Center (IRC) in the Butte County Office of Education (BCOE) and garners support throughout the organization. Interviewing the Butte County superintendent illustrated his support and positive attitude regarding accreditation accountability, looking forward to the accreditation results with the question, “What can we do better tomorrow?” The director of the IRC oversees a full time program administrator who manages the day-to-day aspects of the program with the assistance of a full-time senior secretary. The program employs professional development facilitators (PDF) who, together with the BTSA Induction director, serve as the leadership team. Each PDF is a full-time classroom teacher and serves, or has served, as a support provider. The professional development providers partner to facilitate monthly seminars that support either year one or year two teachers in completing the formative assessment system and employing best teaching practices. Interviews with completers and participating teachers showed that although the seminar topics and content are standardized (which is evidenced by the seminar Facilitation Guides), there is opportunity for differentiation to support all teachers contextually in their next steps. Interviews with professional development facilitators, support providers and participating teachers confirm that the feedback and evaluation collected is reviewed by the leadership team and impacts program decisions regarding future professional development. Data collected by the leadership team, such as pie graphs on frequency of IIP focus related to specific CSTP elements, is also used to drive the professional development for the following year. Several stakeholders reported that they had seen changes in seminar presentations that came from their suggestions.

The Butte County Induction Program establishes formal linkages across the Learning to Teach Continuum and provides specific and planned opportunities to increase and improve continuity between teacher preparation programs, Induction, and ongoing professional development. The program articulates with university partners to ensure a smooth transition from teacher preparation to the Induction Program. This collaboration is exemplified through the activities of the Induction Program’s advisory council that is comprised of county personnel, institutions of higher education (IHE) partners, participating districts’ personnel, and credential analysts. Other collaborations are maintained through cluster activities between BTSA Induction Programs and IHE and the program’s participation on the advisory committee for CSU Chico. The advisory council meets quarterly to support, guide, and advise policy regarding program implementation as well as to assure a seamless delivery of services along the Learning to Teach Continuum. Interviews with advisory members confirm that they play an active role in examining survey data, giving input in regards to budget and personnel needs, and being kept informed of program components and highlights.

The Butte County Induction Program collaborates and communicates regularly with P-12 Administrators through formal training, newsletters, and emails. Interviews with site

administrators showed high regard for the BTSA Induction administrator and her professional development offerings and informative email communication.

Over the course of Induction, each participating teacher moves through a series of linked Inquiries, which are carefully designed to integrate the three essential components of Northeastern California Teacher Education Collaborative Local Assessment System (NECTEC LAS): Standards, Evidence of Practice, and Criteria. Comprehensive evidence compilation of candidate practice is integral to the Inquiry cycle and guides the ongoing review of professional growth. Evidence also serves as the catalyst for guiding a candidate's next steps over the course of Induction, ensuring both focus and accountability. Interviews with participating teachers, completers and support providers, as well as examples of completed inquiries, show these inquiries to be thoroughly and thoughtfully completed and valued as purposeful to the participants. The four inquiries assist participating teachers in focused improvement in their instructional practice. Review of completed portfolios confirms that the tools and inquiries completed are based on the CSTP, P-12 academic content standards and performance levels for students, and the Induction Standards.

NECTEC LAS supports candidates in gaining deeper knowledge, understanding and application of content standards and of curriculum frameworks. The teacher consistently engages in reflective conversations around the "Plan, Teach, Reflect, Apply" cycle and records growth during the formative assessment process. This process guides the candidate in collecting evidence which serves as verification of his/her learning and application of professional development and improved professional practice. Support providers assist candidates in implementing IIP action plans, collecting the resulting evidence that demonstrates the application of knowledge and abilities within the teaching context. Interviews with stakeholders showed that candidates and mentors felt well supported and prepared to successfully complete the formative assessment work, with abundant support coming from participation in monthly seminars and individualized support from mentors.

The leadership team guides professional development, including the delivery of the NECTEC LAS, coverage of the Induction Standards, and gathering of program evaluation. Interviews with the leadership team, as well as evidence found in the agendas and facilitator's feedback notes, confirm that their roles and responsibilities include both the monthly delivery of seminar content and data collection/analysis. The feedback and evaluation collected during monthly seminars and mentor training are reviewed by the leadership team. This feedback impacts program decisions regarding future professional development (seminars and support provider training) for all Induction participants-- candidates, support providers, and administrators. The leadership team annually attends a two day retreat to gain additional skills in professional development delivery and program goals. The leadership team consider themselves to be a professional learning community, and support each other in the Plan-Teach-Reflect-Apply cycle for both the seminars and the monthly support of participants. Interviews showed high regard for the support providers and professional development facilitator positions with much interest on the part of participating teachers to someday become support providers themselves. (Two interviewees have gone from participating teacher position in the program to later become support providers in the program). Additional opportunities for new people to serve in a program leadership capacity may be considered for the future.

Course of Study (Formative Assessment and Support)

The Northeastern California Teacher Education Collaborative (NECTEC) uses a comprehensive, classroom-based Local Assessment System (NECTEC LAS). NECTEC LAS offers support and provides an in-depth, systematic learning experience for participating teachers supporting their ongoing professional growth. NECTEC LAS is a four inquiry cycle system that provides new teachers with support in understanding the CSTP and the PTR cycle. Each inquiry cycle identifies specific CSTP to be addressed. Both evidence and interviews show that within each inquiry cycle the participating teacher's levels of knowledge and needs are taken into consideration.

The BCOE program provides criteria for site administrators to consider when selecting support providers via the Support Provider Selection and Assignment Criteria Matrix. The program expectation is that site administrators select the support providers who guide the participating teachers through their induction experience. Interviews with a variety of stakeholders indicate that implementation of the matrix criteria are uneven, and in some cases ignored.

Interviews and supporting evidence corroborate that there are systems in place to provide feedback on the match-up. However, program completers and participating teachers report a high incidence of dissatisfaction with initial support provider match ups and/or with the support provided. Support provider and participating teacher mismatches were difficult topics of conversation.

The NECTEC LAS work is supported through a series of monthly seminars attended by the PTs and SPs together in a year and grade span cohort model. These seminars are designed to support discussion, collaboration, sharing and networking by participating teachers and support providers as well as guided assistance and dedicated time for work on NECTEC LAS. Examination of evidence that included facilitation guides, agendas, and seminar packets confirm that seminars include networking, inquiry development, and NECTEC LAS work time. The grade-level expertise represented by the facilitators provides appropriate professional development to both support providers and participating teachers in each grade-alike cohort. Interviews with completers, participating teachers and support providers showed this profession development opportunity to be highly valued and appreciated by most, but interviews with candidates, completers and site administrators also highlighted that the content could be redundant to what was learned in the preparation program and not needed by every candidate who is required to attend. Participating teachers and support providers shared that each of these meetings also provided opportunity for them to work together to formulate action plans for their follow up work together. Site administrator interviews confirmed that the seminars offered opportunities for participating teachers to “air stresses and concerns and ask questions and even get support in areas they didn't even know to ask questions about”.

Professional development facilitators (PDFs) are selected based on expertise, content knowledge, and/or advanced training. PDFs are hired and trained to facilitate grade level cohorts. Uniform training of professional development facilitators includes Mentoring Matters, cognitive coaching, Northeastern California Teacher Education Collaborative Local Assessment System (NECTEC LAS), and Induction Standards. The professional development

coordinator, who is the lead professional development facilitator, along with the program administrator, are responsible for professional development facilitator training.

Support providers and participating teachers participate in an end-of-the year professional growth reflection reviewing all evidence of practice, such as the inquiries' plan of action, collaborative logs, observation data, analyses of student work, and lesson plans. Successes and next steps for professional growth are documented and form the basis for the professional development focus for the participating teacher. Interviews and supporting evidence confirm that participating teachers participate in an end of year colloquium where they celebrate accomplishments and reflect on next steps.

Candidate Competence (Participating Teacher Completion Assessment)

Identification and eligibility for the Induction Program occurs with the Participating Teacher Advisement Form, provided to participating districts and sites, and generated once a new teacher has been hired. Orientation meeting notes in the Facilitation Guide verify that the participating teachers receive information at the onset on the participating teachers' accountability, how they will be assessed in the program and how they will be informed of the results of these assessments. Interviews also confirmed that participating teachers are reminded throughout the duration of the program of these things as well.

A comprehensive compilation of evidence of participating teacher practice within the context of his/her teaching assignment continues throughout each inquiry and guides the ongoing review of professional growth and serves as the catalyst for guiding next steps in participating teacher practice over the course of induction, ensuring both focus and accountability.

While the focus of each inquiry is at the discretion of the participating teachers, the Induction Program has chosen to designate themes with focus standards for each of the Inquiry cycles. These themes and standards do not restrict the inquiry focus choice of the participating teacher but do reflect a researched-based understanding of new teacher development and provide a structure that ensures that each participating teacher has the opportunity to collaborate and discuss issues relevant to each of the CSTP and induction standards during the two-year program. Completed sample formative assessment binders verify that a wide variety of inquiry foci have been identified within this preset framework.

When candidates complete all of the Induction Program requirements, which include completion of all NECTEC LAS formative assessment elements, attendance at seminars, participation in program evaluation, and ongoing collaboration with their support provider, they present a collection of evidence to the program. When completion requirements are verified, the program administration issues Verification of Completion Form 41-Induction to support their application for the professional clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and support providers, the team determined that all program Standards for the Multiple and Single Subject Induction Programs are **Met**, with

the exception of *Program Standard 3: Support Providers and Professional Development Providers* is **Met With Concerns**.

Rationale

Program Standard 3: Support Providers and Professional Development Providers Standard 3 requires that the program "...selects, prepares, assigns, and evaluates Professional Development providers and Support Providers, using well-defined criteria consistent with the provider's assigned responsibilities in the program." Taking into consideration the evidence reviewed, and interviews with completers, participating teachers, site administrators, program administration and advisory council members, the team had concerns regarding the uniform implementation of support provider selection and the assignment of support providers using established criteria.