Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Tehama County Department of Education

Professional Services Division
June 2016

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Tehama County Department of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, **Accreditation with Stipulations** 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 Induction	6	5	1	
Clear Education Specialist Induction	7	4	3	
Career Technical Education	16	14	2	

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: **Tehama County Department of Education**

Dates of Visit: **May 1-4, 2016**

Accreditation Team
Recommendation: **Accreditation with Stipulations**

Rationale:
The unanimous recommendation of **Accreditation with Stipulations** 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 judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards
The entire team reviewed each of the eight applicable Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that six Common Standards were **Met** and two Common Standards, Common Standard 1: Education Leadership and Common Standard 2: Unit and Program Assessment System were **Met with Concerns**.

Program Standards
Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education Clear Induction Program, the Education Specialist Clear Induction Program and the Career Technical Education Credential Program. Following discussion, the team considered whether program standards were met, met with concerns, or not met.

For the General Education Clear Induction program, the site visit team found that five program standards were **Met** and one program standard was **Met with Concerns**. For the Education Specialist Clear Induction program, the site visit team found that four program standards were **Met** and three program standards were **Met with Concerns**. For the Career Technical Education Credential Program, the site visit team found that fourteen program standards were **Met** and two program standards were **Met with Concerns**.

<u>Overall Recommendation</u>–
The team completed a thorough review of the Tehama County Department of Education's program documents, program data, formative assessment system, teacher work products, interviews with program leadership, including county administrators, district administrators, site administrators, credential personnel, Institutions of Higher Education representatives, support providers, participating teachers, completers, and the Advisory Committee. The team unanimously recommends a decision of **Accreditation with Stipulations**.

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

1. That the institution provides evidence that relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.
2. That the institution provides evidence that the program collects ongoing and comprehensive data regarding candidate proficiencies and competencies that align with the credential recommendations for dual credential candidates.
3. That the institution provides evidence that the program collaborates regularly with partner school district personnel regarding curricular and instructional priorities and provides site administrators with professional development for site support of the candidate and the program.
4. That the institution provides evidence that the professional development selection is systematically guided by the Individualized Induction Plan for Education Specialists.
5. That the institution provides evidence that an early orientation is provided before or during the first month of teaching for Career Technical Education teachers.
6. That the institution provides evidence that candidates receive timely feedback regarding their progress toward competence.

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

Initial/Teaching Credentials

Designated Subjects: Career Technical
Education

Advanced/Service Credentials

General Education Clear
Education Specialist Clear

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Tehama County Department of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Tehama County Department of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	**Melissa Meetze-Hall** Center for Teacher Innovation (RCOE)/San Bernardino County Superintendent of Schools
Common Standards Cluster:	**Sue Key** Torrance Unified School District
	Bob Miyamoto Ventura County Office of Education
Programs Cluster:	**Lanelle Gordin** Riverside County Office of Education
Staff to the Visit	**Sarah Solari Colombini** Commission on Teacher Credentialing

Documents Reviewed

Program Summary	Biennial Report Feedback
Common Standards Report	Professional Development Offerings
On line coursework	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Program Assessment Feedback
Follow-up Survey Results	Organizational Charts
Blackboard Learn	Program Summary
Needs Analysis Results	Syllabi for Regional Hubs
Candidate Rosters	Program Assessment Feedback
Professional Development Offerings	On line coursework

Schedule of Classes   Candidate Portfolios (paper & electronic)
Advisement Documents   Common Standards Report
Fieldwork Handbooks   Mentor Logs
Organizational Charts   Follow-up Survey Results
Blackboard Grade Center   Professional Development Resources Web
                                      2.0 tools
Needs Analysis Results   Program Budget
County Maps   Syllabi for Mentoring and Participating
                                      Teachers
Syllabi for Regional Hubs   Individual Induction Plans
Candidate Rosters   Training Calendars & Agendas
Leadership Team Roster   Advisement Document
Leadership Team Meeting Agendas   Program Presentations
Mid-year Survey Results   Meeting Feedback
Program communication   Enrollment Application
Formative Assessment Feedback   Candidate and Mentor matches

Interviews Conducted

Stakeholders	TOTAL
Candidates	24
Completers	3
Employers	10
Institutional Administration	4
Program Coordinators	3
Professional Development Providers	8
Mentors	25
IHE Partners	2
Credential Analysts and Staff	4
Advisory Council Members	4
Total	**87**

Background Information
Tehama County Department of Education (TCDE) is located in Red Bluff, California and is the LEA offering professional educator preparation programs for the 9 county area (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties) covering 30,140 square miles located in Northern California. It serves 116 school districts, participating charters, private schools, and county offices of education throughout the region with a combined K-12 student enrollment of 89,165. Each county served by the Tehama County Department of Education Induction program, also known as the Alliance for Teacher Excellence, has unique characteristics and needs.

Siskiyou County is located in the northwestern part of California and has 23 school districts, of which 18 are single school districts. Trinity County, located south of Siskiyou County, has 10 districts of which 6 are single school districts. To the east of Trinity County and South of Siskiyou County, Shasta County has 26 school districts of which 10 are single school districts. Modoc County located in the northeastern part of California has three school districts, none of these districts are single school districts. Just south of Modoc County is Lassen County. Lassen County has 11 school districts, 3 of which are single school districts and a majority of the teachers served in this county work for the Susanville Correctional Facility, one of California's state prisons. Plumas County has one school district, while Butte County has 15 school districts of which 4 are single school districts. Glenn County has nine school districts that include 3 single school districts. Finally, Tehama County has 14 school districts of which 6 are single school districts. A majority of the program's first and second year participating teachers (over 50%) are located in Shasta and Tehama County.

Education Unit
The education unit's purpose is to support the development and retention of high quality teachers. The 2015-16 enrollment includes 344 Participating Teachers (credential candidates) and 294 Mentors (Support Providers). Professional educator preparation seminars are delivered in six locations throughout the region: Alturas, Yreka, Redding, Susanville, Red Bluff, and Orland. Each district has signed a Memorandum of Understanding delineating the roles and responsibilities and fiscal obligations of each agency.

Tehama County Department of Education collaborates with two four-year universities in the region (California State University, Chico and Simpson University) to provide continuing educational opportunities with a commitment to new teacher development.

The three Commission-approved professional educator preparation programs offered by the Alliance for Teacher Excellence include the following:
      a. General Education (Multiple Subject and Single Subject) Clear Credential
      b. Education Specialist Clear Credential
      c. Designated Subjects Career Technical Education Preliminary and Clear Credentials

The primary mission of the Tehama County Department of Education Induction Program is to support Region 2 county offices of education, local districts, other teacher employers, and local universities in the recruitment, hiring, assigning, and retaining of highly effective teachers. The vision of Tehama's Alliance for Teacher Excellence is to build teacher excellence that is high quality, flexible, and provides reusable learning in a face to face, online or blended format. The core values of this program consist of partnership, innovation, collaboration, communication, critical thinking, problem solving, and diversity.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
Designated Subjects: CTE	Advanced	4	11
General Education Induction	Advanced	108	284
Education Specialist Induction	Advanced	15	49

The Visit
The visit began at 5pm on Sunday, May 1, 2016. The team members convened at the hotel on Sunday evening for an initial meeting. This included the review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. In addition, the program director provided an orientation to Tehama County Department of Education's Induction Program, Alliance for Teacher Excellence program and a tour of the facilities on Sunday evening. Following this, the team convened at the Tehama County Department of Education each day where the team met with program leadership, interviewed stakeholder groups, and reviewed documents and evidence. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, and reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on Wednesday, May 4, 2016.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership **Met with Concerns**

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 the requirements.

Findings

The Tehama County Department of Education, Alliance for Teacher Excellence (ATE) employs a research-based vision of teacher education that is tied to and supportive of California's Standards for the Teaching Profession. Site visit interviews with education unit members expressed knowledge and understanding of the program goals as well as an understanding of their roles and responsibilities.

Interviews with the program director, coordinator, trainers, and support providers indicate that the Tehama Alliance for Teacher Excellence operates a research-based Induction Program utilizing a locally designed formative assessment system. On-site interviews and document reviews confirm the implementation of the formative assessment system to support teacher growth. Interviews with the program director, advisory council, and leadership team confirm that the program director implements all components of the program.

The leadership team, comprised of trainers and program leadership are involved in both formal and informal program decisions. Leadership team members described the process of data analysis and dialog to inform program improvements. A recent example of this collaborative decision-making is the move in 15-16 from a paper portfolio based formative assessment system to an electronic portfolio via Blackboard.

Advisory Council (regional representatives: Human Resources, Credential Analyst, Education Specialist, institutions of higher education, district administration, trainers, Tehama County Department of Education Assistant Superintendent) meets to review program data and make recommendations for improvement, reviews budget and approve program policies. The Advisory Council convened for three meetings during the 2015-16 year, but prior to this year, had not met regularly and had limited representation. A review of program documents and interviews provides evidence that program leadership is well supported within the agency and maintains the authority needed to represent the interests of the program.

Stakeholders report a credential recommendation process that assures candidates have met all requirements. The director and induction personnel review candidate electronic portfolios including professional development participation for program participants. Induction personnel include Support Personnel, Project Specialist/Credential Technician and Program Assistant. Credential staff and program personnel are responsible for record keeping and credential recommendations.

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

Standard 2: Unit and Program Assessment and Evaluation   **Met with Concerns**

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
The superintendent, program director, coordinator, and trainers confirmed their collaborative support and active involvement in Tehama County's, Alliance for Teacher Excellence Induction Program. This commitment supports implementation of an assessment and evaluation system for ongoing program and unit evaluation and improvement. Stakeholders provided an example of a recent education unit collaboration which included analysis of stakeholder data to update the program's mission and vision statement with a focus on participating teacher growth. The collaboration also included the evaluation of program design and assessment to better meet teacher needs.

The Alliance for Teacher Excellence Induction Program monitors, collects and analyzes program data multiple times a year to determine ongoing program completer performance and unit operations. A review of documents and interviews with stakeholders provided evidence that the program collects formal program data including: participating teacher, program completer, and mentor surveys; seminar feedback on Blackboard; examination of participating teacher individual learning plans; and advisory council member feedback. The leadership team members confirmed that informal data is gathered. Further information on candidate and program completer and

unit operations includes dialogue with participating teachers, mentors and administrators; trainer correspondence with participating teacher via Blackboard, email, and phone.

Members of the Alliance for Teacher Excellence Advisory Council, leadership team, and the Tehama County Office of Education staff meet two to four times a year to review survey data for consideration for planning and programmatic improvement purposes. The Tehama County of Education superintendent confirmed that formal and informal data is analyzed. Interviews with program staff indicated that program changes since the 2014-15 year are reflective of the assessment of data to guide program improvements for meaningful and relevant educator professional development. Program documents indicate formal examples of program data includes mid and end of the year surveys, participating teacher self-assessment on individual learning plans and action research documents, participating teacher reflection of growth in CSTPs, completer surveys, participating teacher professional development seminar feedback, trainers, and mentor feedback regarding quality and effectiveness of seminar content.

In 2015-16, The Alliance for Teacher Excellence program began implementing Blackboard Learn to support an online, centralized system of induction program for all three credential programs. Blackboard serves as the electronic portfolio that captures the documentation of candidate performance and competence in CSTPs as each engages in the formative assessment system with their support provider. Trainer interviews indicated that individual learning plans and action research rubrics completed and submitted to Blackboard by participating teachers are intended to be evaluated in order to document candidate performance for the purpose of intervention if needed by director and trainer.

Rationale
Although the Tehama County Department of Education implements an assessment and evaluation system, the analysis of data regarding dual credential holders is inconsistent with other credential holders. Common Standard 2 states that 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 processes. Upon review of the three programs offered by the Tehama County Department of Education, there was insufficient tracking of candidate data for those candidates seeking to clear both their general education and special education credentials. The candidates and support providers were not clear about how their induction program met the clear requirements for both their general education credential and their special education credential.

Standard 3: Resources   **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 resources needs.

Findings
The Tehama County Department of Education's Director of Business Services confirmed that all three programs in the consortium are supported through a fee for service based model that determines the program's budget. The county maintains the focus on providing a quality program while offering the lowest cost to districts. The program's executive team also stated in interviews that expenditures are continually monitored with advanced planning to ensure sufficient resources are appropriately allocated. County office of education and school districts provide resources for required professional development seminars. The program's fee structure includes: in kind contributions for substitutes, observations, and seminar attendance for teachers who work in remote districts; mentor stipends paid by districts, participating teacher enrollment fee paid by districts; release day for education specialist additional professional development paid by districts, a project specialist/credential technician; and a program assistant. Districts also provide release time for advisory council members to attend meetings.

Trainer interviews and documentation review confirmed that qualified program personnel facilitate research-based instruction and state-adopted standards for growth in teaching practice. Program personnel includes trainers who are experienced teachers and administrators and a program director who has administrative and teaching experience in the county area. Program leadership and support staff stated in multiple interviews that the program has received approval to increase Alliance for Teacher Excellence induction program support staff and trainers for the 2016-17 school year.

Program documents and interviews indicate that the credential technician and program assistant are trained and qualified to verify credential match and admission eligibility, in addition to providing advisement. Trainers are provided three days for professional development and planning; four days for leadership team meetings; two hours per participating teacher to review individual learning plans, action research, and to provide feedback via Blackboard Learn for advisement. Trainers are paid mileage to travel to all hub locations for face to face seminars. Support Provider interviews confirmed the program's investment and that resources are provided. The induction program budget is projected to include additional support staff to serve

participating teachers' credential requirements and instructional needs including a career technical, education specialist, and general education coordinators.

A review of program documents and interviews with staff indicated Alliance for Teacher Excellence has made an investment in Blackboard Learn, an online learning management system, to centrally connect credential candidates to the content and instructional resources needed to meet the state-adopted standards for educator preparation including credential specific seminars, training and resources for career technical education and education specialist candidates. Stakeholders confirmed in that Blackboard allows for feedback, asynchronous and synchronous seminars; resources; networking and flipped learning opportunities; and access to the program's online orientation.

Tehama County Department of Education's Assistant Superintendent of Business Services and Director of Business Services indicated an annual "planning in advance" review process is in place ensure sufficient resources and related personnel are available to meet the needs of all three programs. The induction program budget includes a full time credential technician, a program assistant; part-time career technical education, special education, and general education coordinators; and an induction program director. The program also provides 11 trainers with hourly pay to facilitate professional development seminars and to review individual learning plans, action research, mentor logs, and any other assignments.

Standard 4: Faculty and Instructional Personnel   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
Qualified persons are employed and provide services to Tehama's Alliance for Teacher Excellence program. The program director has 25 years of experience in education and holds three credentials including bilingual education, multiple subject and administration. Review of program

documents and trainer interviews indicate that trainers have teaching experience ranging from K-12, holding either general education or education specialist credentials, with some also holding administrative credentials. Trainers are selected based on content knowledge and/or advanced training. They are hired and trained to facilitate grade level hubs based in geographical locations. Nine of eleven trainers are staffed at the county of education working in elementary, high schools and charter schools as professional development consultants, teachers, and/or administrators. They network with colleagues in the P-12 setting, as they carry out their professional duties. Program documents indicate trainers' meetings include the discussion of research-based strategies that can be applied to the diverse abilities, cultural, language, ethnic, and gender diversity that may exist in their individual hub regions.

As stated on the program documents and verified by program leadership, support providers are identified by the site administrator and matched with participating teachers according to credential, grade level, subject matter knowledge, geographic proximity, and relevant experience. Support providers meet with participating teachers a minimum of an hour a week to assist with the implementation of the formative assessment system. Support providers assigned to participating teachers are staffed at the same school site and are reflective of the diverse school community.

Interviews with trainers and program coordinators indicate that collaboration among trainers and support providers occurs during face-to-face trainings. The training team participates in a three-day summer planning meeting to design the training for the upcoming year to consider participant needs, discuss additions, change assessment protocols, revise curriculum and review program assessment data. Support providers receive initial training and professional development opportunities during seminar breakout and mentoring networking sessions throughout the year.

Program trainers confirmed during interviews that support providers are required to submit a log four times a year for review and feedback by local area trainers. Support provider logs support and structure the weekly meetings with participating teachers; document support provider and participating teacher growth and development; and inform trainers as to how to build the capacity of the support providers as coaches and enable the program to provide timely intervention as needed. Support providers receive informal feedback on their service in person, via emails, and by phone calls from their respective hub trainer.

Standard 5: Admission **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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Interviews with Tehama's Alliance for Teacher Excellence (ATE) leadership team and a review of program documents and online enrollment form stacks substantiate that the unit has established well defined criteria and procedures for program admission in alignment with Commission-adopted requirements. Candidate criteria include an appropriate credential, a teaching assignment that allows for demonstration of required knowledge and skills and agreement to participate in the program are included in enrollment instructions. Procedures for admission to the programs are distributed to stakeholders in participating districts and counties by program staff. Verification of eligibility and admission is documented by the program assistant and the credential technician. To ensure consistency and accuracy with candidate admission, a Memorandum of Understanding with participating districts or schools has been established outlining the admission procedures. Once admitted, candidates receive information regarding the program requirements during the required orientation and are accessible on the ATE website. Candidates seeking the Early Completion Option receive information about the option including criteria for acceptance, instructions for enrollment, and program requirements.

To encourage and support applicants from diverse backgrounds, ATE uses multiple measures during the admission process. As outlined in ATE's Mission and Vision commitment statement "We believe in diversity and commitment to program differentiation to provide access and equity for all stakeholders." Participating districts and schools hire teachers and mentors following fair employment guidelines. Annually, program staff presents an Induction Program Orientation at California State University, Chico and Simpson University to inform and encourage enrollment of all teachers, including those from diverse populations.

Through a review of admission documents and interviews with program staff, enrollment forms from admitted candidates are reviewed and credentials are verified by the program assistant and credential technician to ensure that admission into the program meets Commission adopted requirements. In addition, English Language Development authorizations, preliminary Education Specialist pre-service requirements and Career Technical Education preliminary requirements are verified. Documents were reviewed confirming the matching of credential authorizations of Education Specialist candidate and their mentors as required by program standards.

Standard 6: Advice and Assistance **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

Qualified advisors and personnel are assigned and available to guide each candidate enrolled in the Alliance for Teacher Excellence (ATE) program as verified by a review of documents and interviews with program leadership. Upon enrollment, the candidate's credentials are reviewed by the credential technician and program assistant to determine each candidate's eligibility and completion of admission requirements. To assist the program with advising an electronic database, Filemaker, is utilized to record each candidate's information on academic, professional and personal development. Program leadership indicated that one of their goals for the coming year is to integrate the database information with their online portal, Blackboard Learn.

To guide the program with information on candidate progress towards attainment of all program requirements, the online portal Blackboard Learn is accessible to the program staff, trainers and candidates. A review of Blackboard Learn "My Progress" page reveals that candidates' progress and completion of induction required components is displayed. Syllabi and timelines defining the assignments to be completed were also reviewed. Separate program requirements for Year 1 and Year 2 candidate, trainers' feedback, rubric scores, and progress toward completion of Individual Learning Plans and Action Research is communicated via Blackboard Learn. Interviews with site administrators confirm that they are informed of progress of their teachers through emails, formal conversations and transcripts.

A team consisting of trainers, support providers, and program leadership work directly with the candidates to support and assist them in making steady progress in the programs. Formative assessment work is submitted to the program for assessment and the results are posted on Blackboard Learn. Using the "Grade Center" feature of Blackboard Learn, candidates can access their scores received on assignments, and receive alerts of upcoming events and activities. Feedback and assistance for the candidate's Individual Learning Plan is provided online at Blackboard Learn and during seminars. Candidates interviewed indicated that the access is helpful in knowing their status in meeting requirements. Program leadership is available for assistance with formative assessment, credential advisement, and technical support.   For advancement with the Induction Program, candidates must demonstrate continued progress towards meeting program requirements.

The program utilizes information on each candidate's progress and performance to guide their advisement and assistance efforts. It was evident thorough interviews and a review of documents that trainers communicate directly with candidates and mentors to report scoring of Individual Learning Plans and Action Research assignments. Candidates that are not making adequate progress are identified and referred to the director for intervention. The director then decides on the best solution to assist with progress and performance. Only those candidates who complete all program requirements are recommended for a California Clear Teaching Credential.

Standard 7: Field Experience and Clinical Practice   **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

A review of formative assessment documents and interviews with staff, support providers and candidates conducted show that Tehama's Alliance for Teacher Excellence (ATE) program has designed and implemented a sequence of field based and clinical experiences. The program is in transition making changes to their formative assessment system retaining those components that align to their current program emphasis and direction. The program has integrated the formative assessment components into three cohesive inquiries: two Individual Learning Plans and one Action Research. All three inquiries are designed to provide structure in process and expectations while allowing for a job-embedded personalized plan intended to build the capacity of the candidate. Inquiries integrate additional components of the previous Northeastern California Teacher Education Collaborative Local Assessment System. (NECTEC-LAS) formative assessment system. The cornerstone of the new system continues to be the use of the California Standards of the Teaching Profession (CSTP) as it aligns to the state-adopted academic content standards. Candidates are provided specific feedback on their work and given the opportunity to make revisions and resubmit their work for re-evaluation when their initial work is incomplete or does not meet the minimum expectations defined in the rubrics. The current design of the program includes various models of presentation including asynchronous, hybrid, and online.

The Induction Program collaborates with site administrators and district leaders regarding the criteria and selection of support providers. The support providers are selected by the districts using the selection criteria provided in the enrollment form stack. When considering a candidate and support provider match, districts are advised to consider subject matter, grade level,

geographical location, and district of hire. In some rural and remote regions of the service area, districts may even consider identifying support providers in neighboring districts to meet the needs of the credential candidate. Technology is used in many instances to help facilitate collaboration and support.

As verified through interviews and a review of documents including course syllabi and completed formative assessment documents, ATE provides opportunities for candidates to understand and address issues of diversity and develop research based strategies for improving student learning. Candidates participate in seminars online and face to face designed to address topics of Equity and Diversity, teaching students from Special Populations and working with English Language Learners. As part of their formative assessment work, candidates develop instructional lesson plans that include topics such as working with English Learners, incorporating differentiation of instruction strategies, and providing accommodations and modifications for students from special populations. Action plans for teaching students from special populations is part of formative assessment process. Candidates investigate research-based strategies for addressing student improvement and meeting the needs of student with diverse abilities. Opportunities to analyze student achievement through the student work analysis and designing purposeful teaching for improving learning and achievement for all students are provided.

Standard 8: District-Employed Supervisors   N/A

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   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
The locally designed formative assessment system is used by all participating teachers and support providers to record standards-based lesson design, identify academic content standards, and evaluate student work samples in order to ensure instruction is aligned to the California Standards for the Teaching Profession (CSTP), state-adopted academic standards and

performance levels of candidates. The process also provides for focus on the full range of learner needs. Throughout the induction program participating teachers complete regular self-assessments related to their professional knowledge and skills, identify focus areas for targeted inquiries to improve teacher practice including addressing the specific needs of English learner and special populations students. Candidates report that the first inquiry created opportunities for conversations with families and improved their teaching practice.

An examination of participant portfolios and formative assessment modules confirmed that participating teachers are acquiring the knowledge and skills to effectively support all students with academic standards. Interviews reveal that teachers feel the inquiry-based learning and action research provide them with strategies to use in their classrooms to meet the needs of their students. Through the induction completion requirements, candidates document and demonstrate the growth of their teaching practices as they work with students in their classrooms.

Portfolios are reviewed by readers, including trainers and mentors. Program leadership determines whether the candidate meets the requirements of the induction program standards. Interviews with candidates and support providers and an analysis of formative assessment evidence show that candidates are informed whether their work is complete or incomplete. Starting in the 2015-2016 year decisions are communicated using electronic processes within the learning management system (LMS). Documents are submitted and reviewed via the web-based system. Satisfactory completion of formative assessment processes and documents demonstrate the candidate's ability to differentiate instruction resulting in student achievement and showing growth in CSTPs, which is used to determine candidate competence and leads to recommendation for a Clear Credential.

Program Reports
General Education (MS/SS) Clear Induction

Program Design
The Tehama County Induction Program, Alliance for Teacher Excellence (ATE), includes nine counties serving over 100 school districts, as well as 16 charter and 7 private schools, a geographical area covering approximately 20% of the state of California. It is a two-year program aimed at providing meaningful induction experiences pertinent to local contexts, local educational priorities, and goals for student learning. Many participating teachers must travel from as far away as 100 miles to attend face-to-face seminars. For this reason, the introduction of an online venue through Blackboard has made the program more accessible to those in the most remote regions. Both participating teachers and support providers expressed appreciation for the institution of a hybrid online learning model to make the experience more convenient, streamlined, and centralized. A completely online version of the program was also offered this

year as a pilot for a total of 20 participants, including teachers and support providers.

Over the course of two years, the program consists of eight face-to-face seminars held in regional locations, four online seminars, two Individual Learning Plans, one Action Research project, three observations of colleagues, and a total of 16 hours of self-selected professional development over the course of the two years. Teachers are informed of the program through their district or school administrators at the point of hire, and those same administrators assign support providers to them during the process of enrollment. Site administrators reported selecting the most experienced teacher to fulfill the role of support provider, but were not able to identify the criteria used by the program for support provider selection. In addition, interviews conducted with participating teachers and site administrators highlighted the perception of both groups that there was minimal connection between site based goals and the participating teachers' work with induction. Participating teachers expressed great respect for their support providers and the help they have provided in facilitating professional growth.

In both online and face-to face seminars, breakout sessions allow trainers to meet the unique needs of teachers and support providers, in terms of collaboration and offering ongoing professional development for the support provider role.

The Program Director has oversight and implementation authority over all aspects of the program, including overseeing the collection and maintenance of participant data and records, providing feedback to candidates regarding their online portfolio entries, and serving as a resource for support providers and candidates who need additional assistance. The Leadership Team, consisting of program trainers, designs both face-to-face and online seminars and reviews formative assessments from the program's participating teachers and support providers. The team also plays a strong role in shaping the program as it evolves over time. Interviews with the Leadership Team revealed an expert and committed group of educators, focused on using data from seminar evaluations, mid-year and end-of-year evaluations, assignment feedback, and informal interactions with teachers and support providers to adjust the program to meet the individual needs of learners.

The Advisory Council, consisting of representatives from seven of the nine counties, including teachers, administrators, professors, SELPA representatives and others, provides one mechanism for the program to collaborate with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.

Course of Study
The ATE Induction Program promotes a lifelong cycle of continuous improvement with teachers new to the profession by facilitating growth in:
- The California Standards for the Teaching Profession (CSTPs), state curriculum frameworks, and state academic standards. Participating teachers have multiple opportunities to demonstrate knowledge, understanding, and application of the CSTPs and standards in the

coursework. In addition, they regularly assess themselves on their progress on the CSTPs using the *Continuum of Teaching Practice.*

- The Inquiry Process, providing candidates experience in mini-classroom research to learn how to use evidence to inform practice. There are three inquiries conducted over the course of the two years in the form of two Individual Learning Plans (ILPs) and one Action Research project. The ILPs begin with a focus on a growth area identified using the *Continuum of Teaching Practice*, followed by goal setting, identifying action steps to achieve the goals, and analyzing the results of implementing the identified steps. The Action Research project follows a similar pattern but is directed toward an exploration of a topic of special interest to the participating teacher.

- The Plan, Teach, Reflect, Apply Cycle, teaching candidates how to evaluate instructional practice in relation to student achievement. For the duration of the program, participating teachers select three focus students, including a special needs student, an English Learner, and another student of choice who needs assistance in other areas. Work completed using the Plan, Teach, Reflect, Apply Cycle is analyzed in relation to the focus students to build capacity in working with all types of students.

- Networking, the ability to share professional skills, knowledge, and experiences with peers for reciprocal learning.

Participating teachers attend face-to-face seminars with support providers providing opportunities for extended collaboration, support and understanding of the content. In addition they attend four online seminars (without support providers) covering the following topics: Teaching Special Populations; Teaching English Learners; Technology; and, Equity and Diversity. Participating teachers and support providers work together throughout the two years to develop a deeper understanding of instructional practice in the face-to-face seminars. Participating teacher interviews revealed that the areas they believed grew the most in were (1) learning to see each student as an individual with unique needs, and (2) learning to use data effectively to inform practice. They also reported their support providers as the key component for growth in the induction program.

Candidate Competence
Formative assessment is achieved through the Individual Learning Plans, as well as the Action Research project. Products from the ILPs, divided into phases, are submitted for formative assessment online, via the Blackboard platform. Work that is not deemed proficient may be revised and re-submitted for a higher grade. Trainers provide feedback for these assignments on Blackboard, and support providers are encouraged to review the feedback with participating teachers to deepen understanding. Self-assessments on the *Continuum of Teaching Practice* and throughout the inquiry process are also key forms of formative assessment to identify next steps in growth as professional educators.

Through the weekly participating teacher/support provider meetings, the face-to-face seminars, classroom observations, and the inquiries themselves, support providers gather evidence of participating teacher practice and subsequent student learning. This evidence is used to prioritize and focus the participating teacher's work, move practice forward, and promote accountability. Support providers and participating teachers reflect together on this evidence to determine next steps in a collaborative formative assessment process.

Summative assessment is achieved through the evaluation of the final portfolio using a rubric. Portfolios that are not deemed competent are returned to the candidate for revision and resubmission. The Blackboard platform provides the mechanism for trainers, participating teachers, support providers, and the Program Director to monitor each candidate's progress toward competency through the grading center. Candidates who have not completed the full induction process after several reminders are referred to the Director, who makes contact personally via email or phone calls.

Candidates who were interviewed appreciated the feedback feature on Blackboard and the opportunity to reflect on their progress with a support provider.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, support providers, employers, and program leadership, the team determined that all program standards are met with the exception of **Program Standard 2**, which is **Met with Concerns**.

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

Education Specialist Clear Induction

Program Design
The Tehama County Induction Program, Alliance for Teacher Excellence (ATE), includes nine counties serving over 100 school districts, as well as 16 charter and 7 private schools, a geographical area covering approximately 20% of the state of California. It is a two-year program aimed at providing meaningful induction experiences pertinent to local contexts, local educational priorities, and goals for student learning. Many participating teachers must travel from as far away as 100 miles to attend face-to-face seminars. For this reason, the introduction

of an online venue through Blackboard has made the program more accessible to those in the most remote regions. Both participating teachers and support providers expressed appreciation for the institution of a hybrid online learning model to make the experience more convenient, streamlined, and centralized. A completely online version of the program was also offered this year as a pilot for a total of 20 participants, including teachers and mentors.

Over the course of two years the program consists of eight face-to-face seminars held in regional locations, four online seminars, two Individual Learning Plans, one Action Research project, three observations of colleagues, and a total of 16 hours of self-selected professional development over the course of the two years. In addition, Education Specialists attend two full-day seminars, one in each year, dedicated to issues associated with Special Education. Teachers are informed of the program through their district or school administrators at the point of hire, and those same administrators assign mentors to them during the process of enrollment. Education Specialist candidates are paired with support providers with the same Education Specialist authorizations. Most teachers expressed great respect for their support providers and the help they have provided in facilitating professional growth. Interviews with support providers and participating teachers indicated that participating teachers were not aware of a menu of options for their professional development that would be aligned to their Individualized Induction Plan. Participating teachers shared that the program for Education Specialist participants was the same as the program for general education participants with the exception of some additional seminars.

In both online and face-to face seminars, breakout sessions allow trainers to meet the unique needs of teachers and support providers, in terms of collaboration and offering ongoing professional development for the support provider role. Seminars are held jointly with general education induction candidates and breakout sessions also allow Education Specialists to work together collaboratively, while general sessions facilitate more effective collaborative relationships with general education teachers.

The Program Director has oversight and implementation authority over all aspects of the program, including overseeing the collection and maintenance of participant data and records, providing feedback to candidates regarding their online portfolio entries, and serving as a resource for support providers and candidates who need additional assistance. The program also offers the services of an Education Specialist Coordinator who serves in a consultative role. The Leadership Team, consisting of program trainers (including the Education Specialist Coordinator), designs both face-to-face and online seminars and reviews formative assessments from the program's participating teachers and support providers. The Coordinator assists with strategies for differentiation in the joint general education and education specialist seminars. The team also plays a strong role in shaping the program as it evolves over time. Interviews with the Leadership Team revealed an expert and committed group of educators, focused on using data from seminar evaluations, mid-year and end-of-year evaluations, assignment feedback, and informal

interactions with teachers and mentors to adjust the program to meet the individual needs of learners.

The Advisory Council, consisting of representatives from seven of the nine counties, including teachers, administrators, professors, SELPA representatives, and others, provides one mechanism for the program to collaborate with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.

Course of Study
The Clear Education Specialist Induction promotes a lifelong cycle of continuous improvement with teachers new to the profession by facilitating growth in:

- The California Standards for the Teaching Profession (CSTPs), state curriculum frameworks, and state academic standards. Participating teachers have multiple opportunities to demonstrate knowledge, understanding, and application of the CSTPs and standards in the coursework. In addition, they regularly assess themselves on their progress on the CSTPs using the *Continuum of Teaching Practice.*

- The Inquiry Process, providing candidates experience in mini-classroom research to learn how to use evidence to inform practice. There are three inquiries conducted over the course of the two years in the form of two Individual Learning Plans (ILPs) and one Action Research project. The ILPs begin with a focus on a growth area identified using the *Continuum of Teaching Practice*, followed by goal setting, identifying action steps to achieve the goals, and analyzing the results of implementing the identified steps. The Action Research project follows a similar pattern but is directed toward an exploration of a topic of special interest to the participating teacher.

- The Plan, Teach, Reflect, Apply Cycle, teaching candidates how to evaluate instructional practice in relation to student achievement. For the duration of the program, participating teachers select three focus students, including a special needs student, an English Learner, and another student of choice who needs assistance in other areas. Work completed using the Plan, Teach, Reflect, Apply Cycle is analyzed in relation to the focus students to build capacity in working with all types of students.

- Networking, the ability to share professional skills, knowledge, and experiences with peers for reciprocal learning.

Participating teachers attend face-to-face seminars with support providers providing opportunities for extended collaboration, support and understanding of the content. In addition they attend four online seminars (without support providers) covering the following topics: Teaching Special Populations; Teaching English Learners; Technology; and, Equity and Diversity. Education Specialist candidates also attend the additional two full day seminars dedicated to Special Education content, including topics such as case management, advocacy, consultation

and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relative to the employment context.

Participating teachers and support providers work together throughout the two years to develop a deeper understanding of instructional practice in the face-to-face seminars. Participating teacher interviews revealed that the areas they believed grew the most in were (1) learning to see each student as an individual with unique needs, and (2) learning to use data effectively to inform practice. They also reported their support providers as the key component for growth in the induction program.

Candidate Competence
Formative assessment is achieved through the Individual Learning Plans as well as the Action Research project. Products from the ILPs, divided into phases, are submitted for formative assessment online, via the Blackboard platform. Work that is not deemed proficient may be revised and re-submitted for a higher grade. Trainers provide feedback for these assignments on Blackboard, and support providers are encouraged to review the feedback with participating teachers to deepen understanding. Self-assessments on the *Continuum of Teaching Practice* and throughout the inquiry process are also key forms of formative assessment to identify next steps in growth as professional educators.

Through the weekly teacher/support provider meetings, the face-to-face seminars, classroom observations, and the inquiries themselves, support providers gather evidence of participating teacher practice and subsequent student learning. This evidence is used to prioritize and focus the work, move practice forward, and promote accountability. Support providers and participating teachers reflect together on this evidence to determine next steps in a collaborative formative assessment process.

Summative assessment is achieved through the evaluation of the final portfolio using a rubric. Portfolios that are not deemed competent are returned to the candidate for revision and resubmission. The Blackboard platform provides the mechanism for trainers, participating teachers, support providers, and the Program Director to monitor each candidate's progress toward competency through the grading center. Candidates who have not completed the full induction process after several reminders are referred to the Director, who makes contact personally via email or phone calls.

Candidates who were interviewed appreciated the feedback feature on Blackboard and the opportunity to reflect on their progress with a support provider.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, support providers, employers, and program leadership, the

team determined that all program standards are met with the exception of **Program Standard 2**, **Program Standard 5 and Program Standard 7**, which are **Met with Concerns**.

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

Program Standard 5: Admission and Program Standard 7: Field Experience and Clinical Practice:
The program has not consistently provided guidance on the linkage between the IIP and professional development selection.

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Designated Subjects Credential: Career Technical Education Preliminary and Designated Subjects Credential Clear

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Program Design
The Alliance for Teacher Excellence offers a developmentally designed sequence of coursework that effectively prepares CTE Teachers to successfully teach all students in public education to perform in a competitive workplace includes the following:

1. Initial Advisement at the point of hire (when the preliminary credential is issued)
2. Attendance at the mandatory Orientation class, specifically for CTE candidates
3. Completion of online coursework, through cteonline.org
4. Completion of a 2-year Inquiry-based program of formative assessment
5. Ongoing work with a Mentor (Support Provider)
6. Advisement and review of completion evidence leading to a Clear CTE Credential.

Upon enrollment in the Alliance for Teacher Excellence Induction Program, each CTE teacher attends the mandatory orientation class where the additional CTE induction requirements are explained. Candidates reported that the orientation class was conducted in October 2014 and December 2015 for each respective year.

Participating teachers are matched with a well-trained support provider who attends the Orientation class with the CTE teacher. This support provider is a personal coach who meets with the CTE teacher on a weekly basis in order to focus reflective conversations around the art and science of teaching within the teaching context of that CTE teacher's teaching. The Support Provider's work with the CTE teachers is focused on the California Standards for the Teaching Profession. The Support Provider provides evidence-based feedback over time to inform and

guide the CTE teacher in assessing his or her growing skills and abilities as a professional educator. This inquiry-based formative assessment system incorporates the developmental stages of teaching. There are three inquiries over the course of two years and the inquiries scaffold upon each other, building in complexity. The support provider observes in the CTE teacher's classroom in order to document growth over time. Student work, instructional plans, reflective conversations, and writing are part of the multiple sources of evidence collected. Professional decisions related to teaching and continuing professional development are documented in an Individual Learning Plan (ILP). The ILP is based on the individual needs of each CTE teacher. This individualized approach affords the CTE teacher the opportunity to align his/her professional growth goals with school and district professional development efforts. It allows for choice and is personalized for the CTE teacher no matter what grade-level or subject area is taught. The CTE teacher learns to identify and network with other professional educators and engages in focused reflective conversations with these professionals. Additionally, professional learning opportunities are developed with adult learning theory in mind. Participating teachers in the CTE program also use the learning management system, Blackboard, to document the formative assessment processes in which they participate. Candidates reported that feedback via the Blackboard system was not received in a timely fashion. Some candidates stated that work submitted in November and December had not yet received feedback.

Course of Study
The program consists of approximately 165-180 hours of approved professional preparation. Teachers can also choose to receive extended education units for their preparation coursework (up to 12 units). CTE teachers participate in personalized coaching, formative assessment activities, and professional learning seminars in a sequentially planned series of activities and events as follows:

1. Site Level Orientation: Provided at the point of hire by district staff, site principal, and site Support Provider.
2. CTE Orientation: A specially designed class that provides background information for CTE teacher, introduces the basic aspects of teaching such as classroom management, short and long term lesson planning,
3. CTE Early Orientation Modules: This class is designed to support the CTE teacher in being successful during the first day, week, and month of school. Classroom set up, rules and procedures, management techniques, and other critical first month of school routines are discussed.
4. Individual coaching using formative assessments which are embedded within the California Standards for the Teaching Profession (CSTP), and the CTE program Standards, a minimum of 1 hour per week over 30 weeks.
5. Observations by the Support Provider with pre and post reflective conversations in each Individual Learning Plan and recorded self-assessment on the Continuum of Teaching Practice.

6. Professional learning opportunities are delivered in nine face to face and four online seminars (during the two year program) which are designed based upon the developmental stages of beginning teachers.

Support Providers attend seminars with the CTE teacher in order to assist with implementation in the context of the CTE teacher's teaching assignment and to integrate the California Standards for the Teaching Profession (CSTP) and provide opportunities for CTE teachers to reflect on and apply the principles, concepts and pedagogical practices of universal access for all students to support student learning.

One online seminar (Equity and Diversity) examines bias and goes further in-depth on equity and diversity. In this seminar, CTE teachers examine and strive to minimize their bias regarding cultural and social issues, including socioeconomic status, that impact instruction and student learning. Alliance for Teacher Excellence communicates the concepts of equity, diversity, and access to the core curriculum for all students throughout each of its three Inquiries, through face to face and online seminars, through ongoing weekly reflective conversations with Support Providers and through collaboration with colleagues. Each Inquiry cycle provides the tools and resources to support CTE teachers' growth through investigations into the development of teaching practices and student learning that maximize the opportunities for all students to participate fully and successfully within the core academic curriculum in a supportive and inclusive learning environment. The inquiries are based on the California Standards for the Teaching Profession and inherent in these standards is a focus on equity and diversity as it relates to teaching and learning.

During the English Language Learner online seminar, CTE teachers learn how to identify and reclassify English Learners, the ELA/ELD Standards, and the importance of language development in making curriculum content accessible and comprehensible to English learners. They begin to understand how to differentiate instruction and plan for all students.

Using the formative assessments and online special populations seminar, CTE teachers and their Support Providers discuss and implement strategies that provide a positive, inclusive environment for student learning and full participation within the classroom community. CTE teachers identify the combination of needs that can impact their students with special needs. Throughout the Inquiries, CTE teachers design lessons that vary curriculum to ensure the depth and complexity that challenges the special populations students within their assessed levels of physical, academic, and social abilities. Evidence of these accommodations and modifications are clearly seen within the lessons designed by the CTE teacher. Within these assessment documents the focus student is highlighted and his/her specific needs are identified with explicit strategies that will be used to move this student forward in the next steps of learning. Evidence of ongoing, developmental planning and teaching is collected; in the CTE teachers' self-assessment using the CSTP and Individual Learning Plans; on the CTE teacher's action plans and lesson plans; on the support provider's formal observation and on the end of inquiry reflections on learning.

Candidate Competence
During the 2-year program, Support Provider guide the CTE teacher in the collection and documentation of reflective practice in order to meet Clear Credential requirements. Through regularly scheduled weekly meetings, Support Providers give confidential and formative feedback for teaching success and growth to CTE teachers. Attendance records become part of the completion evidence collected in the database. Upon successful completion of the induction program inquiries, the participant records (drawn from the program database), the signed and completed completion logs, and the inquiries/portfolio provides culminating evidence to support the CTE teacher's application for a Clear Credential, leading to a recommendation to the California Commission on Teacher Credentialing for a Clear Credential.

Support Provider make formal and informal observations two times per semester (Year 1) and once in Year 2, and meet weekly with their beginning CTE teacher to guide his/her practice. The trainers and the ATE Director review evidence linked to program standards for completeness. Completed portfolios/ILP/action research include all inquiry and formative assessment documents and attendance records. This compilation of evidence demonstrates that the CTE teacher has met the competency requirements of the program. Formative assessments not deemed complete must be revised and resubmitted for approval. Those CTE teachers who have successfully completed the CTE preparation program, including initial and advanced Preparation (that includes Health Education and CPR, and Computer Technology), and have submitted all necessary documentation, including evidence of passing the Constitutional requirement, receive a recommendation to the California Commission on Teacher Credentialing for a Clear Credential.

Findings on Standards
After review of the program assessment submission, supporting documentation, the completion of interviews with candidates, completers, support providers, and employers, the team determined that all program standards are fully met for the Career Technical Education program except for the following:

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

Standard 5: Beginning Teacher Support and Advisement – Met with Concerns
Rationale: CTE Standard 5 states: The program provides complete, accurate, and timely feedback to the CTE teachers, including information about their progress toward competence. Through Blackboard Learn, the program's learning management system, candidates are provided with

information regarding their completion toward competence, and evidence collected at the site visit indicated that this did not happen in a timely manner.