

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Contra Costa County Office of Education**

Professional Services Division

June 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Contra Costa County Office of Education**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

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

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Contra Costa County Office of Education Teacher Induction

Dates of Visit: April 26-28, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
05/21/2012	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All general preconditions and preconditions for the credential program were **Met**.

Program Standards

All program standards for the Teacher Induction credential program were **Met**.

Common Standards

All common standards were **Met**.

Overall Recommendation

Given the above findings on preconditions, common standards and program standards, the review team recommends an accreditation status of **Accreditation**. In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.

- Contra Costa County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Contra Costa County Office of Education continue 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.

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

Teacher Induction

Accreditation Team

Team Lead:

Christine Sisco
Stanislaus County Office of Education

Programs Reviewer:

David Rivas
Antelope Valley Union High School District

Common Standards:

Patricia Pernin
Los Angeles Unified School District

Staff to the Visit:

Roxann Purdue
Commission on Teacher Credentialing

Documents Reviewed

- Common Standards Submission
- Program Review Submission
- Common Standards Addendum
- Program Review Addendum
- Accreditation Website
- Canvas (Learning Management System)
 - Candidate and Mentor portals
- Candidate Individual Learning Plans (ILPs)
- Program Candidate Handbook
- Survey Results
 - Mid-Year
 - End of Year
- Mentor Guide
- Precondition Responses
- Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Year 1 Candidates	25
Year 2/ECO Candidates	31
Completers	17
Mentors	39
Program Coordinators	2
Organization Leadership	2
Leadership Team (with IHE Partner and Consortium Coordinators/Liaisons)	11
Program Support Staff	1
Professional Development Providers	8
Credential Services	1
HR Directors	5
Site Administrators	5
TOTAL	147

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The Contra Costa County Office of Education (CCCOE) is located in Pleasanton, California within the northern portion of the East Bay region of the San Francisco Bay Area. The CCCOE has more than 160,000 students and 8,000 teachers are spread throughout 18 districts, each with an elected local governing board, and its own district superintendent. Supporting them all is the County Superintendent of Schools and 700 County Office of Education educators and support staff. This team provides a multitude of services including special and alternative education, supplemental programs, budgetary oversight, technical assistance and Internet access.

The CCCOE Teacher Induction Program (CCCOE TIP) is a collaborative model with a coordinator and/or liaison from each of the participating districts functioning as a Leadership Team. The Leadership Team members include curriculum directors, assistant superintendents, human resource personnel, special education directors, and mentors, along with a representative from Saint Mary's College (SMC). The Leadership Team meets monthly to examine program goals, needs, and evaluates data to inform program improvement decisions.

Candidates in the consortium experience professional growth and development based on local context, individual needs and program requirements.

Saint Mary's College (SMC) has been an integral partner in the Teacher Induction consortium since its beginning in 1993. The college supports professional development for the program's teachers and mentors. SMC Kalmanovitz School of Education aligns with Teacher Induction standards and provides professional development opportunities for both candidates and mentors to complete a Master of Arts in Teaching Leadership.

The Induction Program also partners with the New Teacher Center (NTC) in planning professional development for mentors and candidates. Mentors learn strategies for collaboration, lesson planning, classroom observations, analyzing student work, goal setting, and reflection. Their work together focuses on the *California Standards for the Teaching Profession (CSTP)*, state academic content standards, and California Teacher Induction standards with the goal to improve teacher quality and student achievement.

A partnership with the Contra Costa County Special Education Local Plan Area (SELPA) provides professional development opportunities for participating teachers and mentors. SELPA shares their expertise and guidance to the program in the field of special education.

Education Unit

The CCCOE TIP is a partnership of 17 school districts: Acalanes, Canyon, John Swett, Lafayette, Martinez, Moraga, Orinda, Pittsburg, and Walnut Creek in Contra Costa County; Alameda, Albany, Berkeley, Emery, Piedmont, and San Lorenzo in Alameda County; Benicia in Solano County; and the Contra Costa County Office of Education Student Services Programs. The program also collaborates with several charter and private schools to support their teachers needing to clear their credentials. Program mentors include full-time classroom teachers, partial or full release teachers, and retired teachers.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Teacher Induction	183	313

The Visit

The visit proceeded in accordance with all normal accreditation protocols; however, due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

Preconditions Findings

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Teacher Induction

Program Design

With support and guidance from the Director of Education Services, the Contra Costa County Office of Education Teacher Induction Program (CCCOE TIP) is led by two TIP coordinators who are responsible for the overall coordination, implementation, quality and effectiveness of the program. Leadership and governance of the program is largely based on a collaborative model. The Leadership Team (advisory) consists of a coordinator and/or liaison from each of the participating districts, curriculum directors, assistant superintendents, human resource personnel, special education directors, and mentors, along with a representative from Saint Mary’s College (SMC). Based on evidence and in interviews, the Leadership Team confirmed that they meet seven times a year to examine program goals, develop programmatic understanding, provide feedback, and to analyze data that is used to inform the program’s continuous improvement efforts in order to enhance the quality of services and better meet the needs of stakeholders.

Interviews with the district coordinators/liaisons highlighted the distributed leadership model utilized within TIP, how it provides program implementation support and serves as a communication bridge between the program and the district/charter/private school. The program also partners with several content experts from within the CCCOE Education Services division who take on various leadership roles providing additional professional learning opportunities to mentors and teachers. Over the past two years, CCCOE TIP revised the program design to align with the new California Teacher Induction standards in a way that was

also responsive to stakeholder feedback. In order to streamline the documentation process and shift toward "just in time" mentoring, TIP eliminated a number of formerly required documents and expectations.

CCCOE TIP supports candidate development and growth in the profession by building on the knowledge and skills gained during the preliminary preparation program. Candidates interviewed confirm that their preliminary program bridges to the induction experience through several processes including self-assessment in the California Standards for the Teaching Profession (CSTP), collaborative conversations with their mentors, and input from their site administrators. During an interview, candidates confirmed that they began receiving support from their mentor soon after enrollment, and some reported that the support began immediately thanks to a close relationship with St. Mary's College (SMC). During the Leadership Team interviews, district coordinators/liaisons commented on the ongoing collaboration with this university and the focus they share on issues related to bridging the experiences between preservice teachers and teachers with preliminary credentials participating in induction.

Furthermore, CCCOE TIP has designed and implemented a mentoring system that helps each candidate work to meet the California Standards for the Teaching Profession (CSTP), as evidenced by the Individual Learning Plan (ILP). The ILP includes the development of SMARTie goals, as well as by timely-themed CSTP-aligned professional development options offered regularly. This was confirmed by mentor, candidate, site administrator, professional development provider, and Leadership Team interviews. Mentor resumes on the CCCOE TIP accreditation website confirm that qualifications for mentors are consistent with standards. Numerous opportunities are available for mentors to develop their coaching and mentoring skills. In TIP mentor training and seminars, participants learn strategies for developing trust and rapport, utilizing mentoring stances and skills including listening, pausing, paraphrasing, and posing questions in order to support and accelerate teachers growth and development towards mastery of the CSTP. A favorite strategy for mentor skill building includes role-playing trio coaching practice activities in which mentors report that they can "practice mentoring skills, coaching language, and explore solutions to common problems" that transcend school sites, districts, and grade levels.

There is also an array of resources/tools available for mentors to strategically utilize in service of candidate learning as related to ILPs. Mentors incorporate goal setting in their practice and receive feedback through both informal and formal means. One such support initiated by TIP this year is the "Conversation Café". The Conversation Café sessions are designed to provide a safe space for mentors to share and work collaboratively to increase their mentoring capacity. Those mentors who joined the sessions said the Conversation Café provided them additional support when needed not only on their mentoring but also personal support in this year's challenging environment. Mentors also reported that the program coordinators were available to provide insight and support as evidenced by their open-door policy.

They also confirm that easy access to program coordinators via a number of avenues including email, and access after professional learning workshops. As an example of formal feedback,

mid-year and end-of-year surveys are administered. Documentation and interviews verified that these surveys and data are used for program improvement. Program completers also reported that they were able to provide monthly feedback directly to their mentors via Google Forms. The CCCOE TIP Handbook, accreditation site, program review addendum, professional development providers, and mentor interviews provided evidence that ongoing training and support for mentors is a priority. Mentors report that these training sessions are “differentiated to meet the needs” of new and veteran mentors. They also report that with the shift to remote work due to COVID-19, useful materials (such as examples of documentation materials including ILPs, SMARTie Goals, collaborative conversation logs, and lessons) had to be consolidated and are now more easily accessible.

Mentors facilitate candidate growth and development through modeling, as candidates report that the program provides video examples of teaching techniques, strategies, and best practices. Candidate interviews reveal that mentors have on occasion modeled teaching practices by demonstrating lessons in candidates’ classrooms. Furthermore, mentors facilitate guided reflection on practice and give feedback on classroom instruction as documented in conversation logs. Mentors also provide just in time support by connecting candidates with available resources to support candidate learning.

Course of Study (Curriculum and Field Experience)

The CCCOE TIP's Individual Learning Plan (ILP) is rooted in the CSTP and provides a foundation for the candidate's induction work. During interviews, mentors described how (within the first 60 days of enrollment) the plan is collaboratively developed by the mentor and candidate, in consultation with the site administrator, and guided by the preliminary program transition plan. The ILP is intended to be a living document with opportunities to reflect on progress and modified as needed in response to the changing needs of the candidate. One mentor expressed that it is intended to be “a roadmap for the candidate’s induction work.” As evident in the TIP Handbook, authentic samples in Canvas, and confirmed in mentor interviews, the ILP includes processes for monitoring growth goal setting, as well as an inquiry action plan that affords candidates opportunities to reflect on student learning.

The ILP includes these processes:

- **Growth Goal Setting:** Mentors collaborate with their candidate to set and reflect on the ILP growth goals using the following processes:
 - Preliminary Program Transition Plan (when available)
 - Site Administrator Consultation: begins the goal setting process based on the needs of the candidate
 - CSTP Pre-Assessment: used in determining areas for growth and selecting two focus standards
 - Fall Continuum Co-Assessment: using one element in each of the two focus standards
 - ILP Growth Goals: using the two chosen elements from the Continuum of Teaching Practice

- Mid-Year Review: reflect on ILP Growth Goals and modify if needed
- Spring Continuum Co-Assessment: on same elements chosen in the Fall
- End of Year Reflection: successes and next steps on each ILP Growth Goal

Mentors guide candidates in developing an Inquiry Action Plan (IAP). The IAP investigates specific strategies as an extension to the ILP Growth Goal(s) and demonstrates evidence of implementing the CSTP. Upon implementation of the IAP, candidates reflect on the effectiveness of the plan and their next steps. The Induction program’s mentoring design provides multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession through regularly occurring reflective conversations as evidenced by mentor’s collaborative conversation logs and confirmed by mentor interviews, which facilitate just in time support. Documentation and interviews with candidates, program completers, mentors, and professional development providers, and site administrators all confirm that the IAPs also may include the following:

- Analysis of Student Work: Mentors and candidates analyze student work in relation to appropriate content standards and their ILP focus. The results of this analysis are used to differentiate instruction for all students.
- Lesson Planning: Mentors and candidates plan lessons that address both content standards and students' varied learning needs. Mentors guide candidates through a carefully sequenced lesson planning process addressing all learning needs.
- Formal and Informal Observations: Mentors conduct a minimum of three observations each year. The focus for observations is selected collaboratively by the mentors and their candidates. Mentors collect data using a variety of observation tools and facilitate reflective conversations with their candidates to analyze and set next steps.

TIP provides a variety of opportunities for participating teachers to access professional learning that align with their ILP, including growth goal and inquiry action plan workshops, as evidenced in CCCOE TIP Handbook, and confirmed by mentor and professional development provider interviews. Partnering with a wide variety of professional development (PD) providers, CCCOE TIP offers differentiated workshops to help candidates meet the learning needs of their students. A professional development (PD) provider credited the culture of the program, pointing to the enthusiasm with which candidates participate in the PD sessions. Additionally, SMC offers graduate academic credit units, and the foundation for a Masters of Arts in Teaching Leadership through the coursework to the program's participating teachers and mentors. In addition, the site administrator consultation invites administrators to offer additional resources and professional learning opportunities that can further enhance the candidates learning and growth goals. This was confirmed by site administrator interviews.

Assessment of Candidates

Candidate samples found in Canvas and interviews with candidates and mentors confirm that the CCCOE TIP assesses candidate progress towards mastery of the CSTP to support the recommendation for the clear credential through an inquiry action plan that includes CSTP-aligned goal setting monitoring their progress through a continuum of teaching practice embedded in their ILP. Over the course of two years, mentors provide support to candidates as

they engage in various explorations and inquiries in order to demonstrate evidence of growth. The Leadership Team confirmed that the documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

The CCCOE TIP support staff tracks and verifies that candidates have met all requirements necessary for a Clear Credential recommendation. The program maintains a copy of the transcript for each candidate on a database and in paper copies in secure files. Candidates receive a transcript and a signed letter noting completion of all ILP processes.

Once a candidate completes CCCOE TIP and has submitted documentation of any other renewal requirements on the candidate's credential, the program notifies the CCCOE credentials analyst that the recommendation is ready to be made.

Program Standards Findings

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews of candidates, completers, mentors, site administrators, human resources directors, professional development providers, Leadership Team, district coordinators/liaisons, program staff and organization leadership, the team determined that all program standards are met for the Contra Costa County Office of Education Teacher Induction Program.

Institution Summary

Evidence indicated and interviews confirmed that the Contra Costa County Office of Education Teacher Induction Program (CCCOE TIP) supports new teachers through systematic coaching and personalized learning within their local context. As a consortium, CCCOE TIP partners with 17 school districts across the greater Bay Area. Program mentors are mostly full time classroom teachers, and a few are partial/full release teachers, or retired teachers. The program accomplishes its goals through intentional collaboration and communication with all stakeholders. Coordinators and/or liaisons from each of the participating districts/partner schools function as a Leadership Team. The Leadership Team members include curriculum directors, assistant superintendents, human resource personnel, special education directors, and mentors, along with a representative from Saint Mary's College (SMC). The Leadership Team meets seven times a year to examine program goals, needs, and to evaluate data to inform program improvement decisions.

Interviews with candidates and mentors confirmed that the CCCOE's Teacher Induction program provides relevant, individualized, job-embedded mentoring and professional learning. They also offer an accelerated Early Completion Option (ECO) pathway for experienced and exceptional candidates. Candidates in the consortium experience enhanced professional growth and development through a robust and thoughtful induction process based on local context, individual needs and program requirements.

Across all stakeholder interviews, there was an overwhelming appreciation for the individualized attention, responsiveness, and dedication to educational excellence on the part of the program leaders. Under their direction, the priority is to provide the resources, support, and training so that all candidates have the opportunity to build a strong foundation upon which they can grow in their professional practice.

Common Standards Findings

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

CCCOE’s Teacher Induction program prepares educators by implementing a formative assessment process wherein candidates develop a personalized ILP goal drawn from the candidate’s context, areas of growth, California’s K-12 adopted standards and curricular frameworks. Program staff and relevant stakeholders are actively involved in the organization, coordination, and decision making, as indicated by meeting artifacts and interviews of the mentors, Leadership Team (advisory) and organizational leadership. Mentors reported consistently offering feedback and seeing changes implemented immediately. Sufficient resources are allocated for the effective operation of the program, as affirmed through interviews. The program runs on a fee for services model and is self-sustaining. It is clear that the open communication and collaboration between the program and the various stakeholders in this consortium are strong.

Interviews with CCCOE’s leadership confirmed the organizational communication structures which keep all within the county office informed about TIP. TIP coordinators provide weekly updates and meet monthly with the Director of Education Services to provide information about the program. The Director of Education Services shares TIP information and updates with the Contra Costa County Superintendent of Schools, the Deputy Superintendent, the Assistant Superintendent of Human Resources, the Chief Communications Officer, and school board members at weekly CCCOE cabinet meetings. There are quarterly Education Services department meetings where existing programs share and collaborate. The work of the County Office, including TIP, is highlighted and shared with the community at large in the Annual Report to the Community. During her interview, it was evident that the CCCOE Superintendent is well versed in the history and evolution of TIP. She also has good knowledge of the

program’s current course of study. She frequently participates in administrator breakfasts and mentor professional development.

There are multiple mediums used by the program to communicate with program participants. Some of these include regular email reminders, office hours, the TIP website, program handbook, a monthly newsletter as well as multiple in-person opportunities to gather throughout the year, including but not limited to: mentor trainings and seminars, ILP workshops, mid-year review and end-of-the-year colloquium. All of these sources of communication serve to keep stakeholders informed of professional development opportunities, resources, support and expectations of program completion.

The CCCOE Teacher Induction program design puts candidate needs at the center and focuses on the development of candidate practice as it relates to teaching and learning. Candidates are offered a variety of professional development (PD) specific to preparing educators for California public schools and related to their self-chosen ILP goals. Both candidates and mentors commented on the variety of professional development offered but also appreciated the flexibility to pursue outside supports/topics as they pertain to the ILP.

Recruitment and faculty development support hiring and retention of faculty who represent diversity as evidenced by documentation and interviews. Interviews with site administrators indicated that program coordinators and mentors effectively support candidates’ abilities to assess and implement research-based strategies. The program systematically ensures recommended candidates have met all requirements by having multiple stakeholders (project coordinators, support staff and credential analysts) verify completion and track each candidate.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

CCCOE’s Teacher Induction Program provides thorough ‘onboarding’ support, advice, and assistance to its consortium partners, mentors and candidates to promote successful entry to and retention in the profession. The Leadership Team (advisory) and partnering Institutions of Higher Education work together to ensure the transition from preliminary programs to induction is smooth. Utilizing district liaisons to be the conduit of information and support has allowed the candidates to assimilate their induction experience to their local context and district culture/climate.

CCCOE’s Teacher Induction program uses multiple measures to monitor candidate progress in meeting program requirements. The evidence collected and provided guides advisement and assistance efforts by the CCCOE TIP so that there is a coherent system of support. Feedback from mentor, candidate, and administrator interviews triangulated the program’s impressive approach to assisting candidates in their growth and success. The program collects formative and summative data to ensure candidate performance expectations are met such as survey data, monthly mentor activity logs, marking of the CSTP Continuum of Teaching Practice, and electronic document files in Canvas. This data is then analyzed by the Leadership Team (advisory) and decisions/recommendations are made for program improvement.

At the time of hire, candidates take part in a TIP orientation where the candidate receives an overview of the what, why, and how of teacher induction. Mentors begin meeting with their candidates on a weekly basis to support, advise and provide feedback with the ILP growth goals, inquiry cycles, and overall growth and development as an educational professional. The CCCOE TIP website provides information and resources to guide the candidate throughout their induction experience. In interviews, candidates and mentors confirmed that these procedures are followed throughout the induction experience.

The CCCOE TIP support staff maintains a database to track candidates’ individual progress and timely requirements. This database includes information regarding eligibility, Executive Order requirements, and a completion record. This database is updated throughout the year and is used by program coordinators to complete CCCOE Induction program transcripts. Database information provides the program coordinators a list of candidates who may be in need of additional advice and assistance throughout the year. The database also supports program

coordinators to send emails and resources for candidates who have additional requirements beyond induction on their preliminary credential.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s students and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

CCCOE TIP developed its program around a strong mentoring component. New mentors participate in training that include coaching strategies, the Conceptual Framework for Differentiated Coaching, planning effective instruction, analyzing student work, role playing, strategies for English learners as well as other components of coaching and candidate support. Mentors consistently indicated that the trainings were well-designed, clear and included tools that were useful in their work. Experienced mentors indicated that they appreciated the differentiated training sessions that addressed their needs initiated this year.

TIP provides candidates opportunities to reflect on their current level of mastery and develop professional learning goals for their ILP through a continuous process of reflection, leading towards mastery of all CSTP. The collaborative conversations between the mentor and the candidate provide opportunities for growth through coaching conversations as documented in the TIP Conversation Log. Areas of the Conversation Log include Candidate Strengths or Successes, Current Focus Challenges or Concerns, Teacher Next Steps to address the challenges as well as the mentor’s next steps for providing support to the candidate. Mentors indicated that the log allows them to record progress of the candidate and the candidates indicated that this log was useful as a means for tracking their progress. As noted by the candidates, this living document provides the data needed for subsequent development of the job-embedded goals as well as the professional development needs necessary to meet the goals. Candidates indicated that the Collaborative Coaching Conversation Log provided them an opportunity to review and to even look back over their progress.

In addition, the candidates indicated that the CSTP Pre-Assessment done in collaboration with their mentor provided them insight into the development of their goals. In some cases, if a candidate needs additional requirements for induction, such as completing the RICA or a TPA, CCCOE TIP recommends including these requirements in Standard 6 thereby making one of their goals the completion of the required work.

Mentors indicated that they received feedback from the candidates through mid-year and end of year surveys. In addition, the mentors indicated that they had the opportunity to develop their own growth goals through a parallel process required of candidates in the induction program. Some mentors indicated that this parallel process increased their understanding of the development of goals by their candidates and provided them an opportunity to improve their practice as a mentor.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently

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

Finding on Common Standard 4: Met

The Leadership Team (LT) consists of a coordinator and/or liaison from each participating Local Educational Agency (LEA). The LT also includes curriculum directors, assistant superintendents, human resource personnel, special education directors, and mentors, along with a representative from Saint Mary’s College (SMC). The Leadership Team utilizes ongoing data analysis of stakeholder surveys to determine what changes should occur within the program. As indicated by the LT, one change that occurred was based on the candidates request for an easier way to maintain the documentation for their program. The program coordinators of TIP researched a platform and introduced it to the CCCOE and collaboratively they began a pilot of the new Canvas platform this year. Mentors, candidates and the LT indicated that this has greatly improved their access to the documents necessary for the program and the ease of submission of candidate work. As noted in the interviews, the collaborative nature of LT has provided the active college partner the opportunity to modify and enhance their offerings in order to truly address the needs of the candidates in their work. Many of the candidates indicated that the college courses offered are both relevant and timely as they now address topics such as equity and access issues in education.

Interviews with stakeholders and documents reviewed indicate that the CCCOE TIP consistently collects feedback from mentors, candidates, and site administrators through the mid-year reflections, end of year surveys, ILPs, Conversation Logs, and site administrator surveys as well as anecdotal information shared at the LT meetings. Ongoing feedback is embedded at the end of every meeting and at the end of the year through the CTC end of program review. The mid-year review provides reflections as to the program effectiveness, while end-of-year surveys provide feedback on mentor effectiveness through the candidate growth and areas of need.

Mentors stated that as a result of the feedback that the program has collected, the program has changed and enhanced their professional development and in particular the differentiation of the professional development based on mentor experience. Candidates

stated that one of the major program changes was in the submission of work via the new Canvas platform rather than storing all information on a flash drive. All stakeholders indicated that this new process has greatly enhanced the program.

Documents reviewed indicated that site administrator surveys cover areas such as how they receive their information about the program and how clear their understanding is of various parts of the program. It was noted that the program reached out to the administrators through the mentor, meetings with the administrators led by the program coordinators, and a newsletter. Data indicated that over the three years there was a growth in understanding of the program. All stakeholder interviews indicated that there is a concerted effort to ensure that the communication is ongoing and that this communication has impacted program improvements including changes in the documents, professional development and other areas.

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

Finding on Common Standard 5: Met

The CCCOE TIP is built upon a collaborative model that includes the stakeholders from LEAs, private schools as well as a university. This collaboration by all stakeholders has resulted in continuous improvement in the program as evidenced by interviews with mentors, candidates, staff, and the Leadership Team. The focus for continuous improvement data driven. The gathered data is shared with all stakeholders including candidates, mentors, and other LEA liaisons.

Candidates consistently reported that they saw an increase in their effectiveness as a teacher due to the strong mentoring component of the program. Candidates also reported that the support they received this past year during this most difficult time was integral to success in the classroom. As indicated by the superintendent, the program does not only address a compliance component in credentialing but more importantly, supports the vision of a program that develops life-long learners who remain in education.

Human resources directors from throughout the consortium indicated that the teachers who were working with the program were fully supported. As evidenced by completed ILPs, and

confirmed by candidate interviews, the CCCOE TIP ensures that each candidate's professional practice meets state adopted standards and demonstrates growth in CSTP through a holistic review of all ILP submissions for evidence towards mastery of CSTP.

Administrators indicated that teachers feel supported and having a “thought partner” (mentor) positively influences their performance in the classroom. Administrators also indicated that the confidence and comfort in interacting with students that they gained through the program is reflected in their confidence in the classroom.

As indicated by the various LEAs and private schools in the consortium, a conscious decision to enroll their candidates into the program was made which is a testimony to the effectiveness of the Contra Costa County Office of Education’s Teacher Induction Program.