

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

Institution: Tracy Unified School District

Dates of Revisit: May 4-5, 2016

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The institution has made remarkable progress over the past year in addressing the stipulations. In preparation for the 2015 focused revisit, the institution prepared and submitted to the COA quarterly narrative reports that outlined steps taken to address the stipulations. The quarterly reports included comprehensive supporting evidence for each of the actions. After examining written documentation and conducting interviews at the district, the revisit team recommends that the stipulations be removed and the status changed to **Accreditation**.

Further, staff recommends the following:

- That Tracy Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- That Tracy Unified School District 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.

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

General Education, Clear
Multiple Subject
Single Subject

Education Specialist, Clear

Accreditation Team

Team Lead

Jodie Schwartzfarb

New Haven Unified School District

Staff to the Accreditation Team

Karen Sacramento, Consultant

Interviews Conducted

Program Leadership	3
District Leadership	3
Support Providers	21
Participating Teachers	10
Leadership Team	10
Human Resources Staff	2
LEA Partner Program	1
TOTAL	50

Note: In some cases, individuals were interviewed by more than one team member because of the multiple roles the individual has at the institution.

Background

Tracy Unified School District offers the General Education Induction program and the Education Specialist Clear Induction program. The initial visit to TUSD took place on May 4-5, 2015. A copy of the [team report](#) is available for review.

The 2015 site visit team determined that Common Standards 2 (Unit and Program Assessment and Evaluation), 5 (Admission), 6 (Advice and Assistance), and 9 (Assessment of Candidate Competence) were all met. Common Standard 1 (Educational Leadership), 3 (Resources), 4 (Faculty and Instructional Personnel) and 7 (Field Experience and Clinical Practice) were **Met with Concerns**. In addition, 4 out of 6 program standards for the General Education Induction program were **Met**, while one was met with concern and one was **Not Met**. For the Clear Education Specialist Induction program, 5 out of the 7 standards were **Met** while one was **Met with Concerns**, and one was **Not Met**.

As a result, in June 2015 the COA made the following accreditation decision for Tracy Unified School District and all of its credential programs: **Accreditation with Probationary Stipulations.**

The stipulations in 2015 read as follows:

1. The institution provides evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication among stakeholders.
2. That the institution provides evidence that each program within the unit receives sufficient resources to allow for effective operation of the credential programs. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development, and instruction.
3. That the institution provide evidence that all staff who support the program and/or provide professional development are qualified and have a thorough understanding of the needs of the program.
4. Provide evidence of a process in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experience.
5. Submit to the commission quarterly reports indicating actions taken to address all stipulations and standards less than fully met. The first quarterly report is Due September 25, 2015.
6. Within one year of the date of the accreditation action, Tracy Unified School District is required to host a focused re-visit to collect evidence of actions to address the stipulations noted above.
7. Notify all current and prospective teacher candidates of the accreditations status of the institution. A copy of the correspondence shall be sent to the commission.

2016 Revisit Findings

A revisit took place on March 15-17, 2016. Additionally, a summary of the quarterly reports provided by Tracy Unified School District can be found in the Appendix to this report. Following are the revisit team’s recommendations and rationale:

2015 Stipulation	2016 Rationale	2016 Recommendation
1. The institution provide evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management,	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews, TUSD, through the new director of Staff Development and	Removal of Stipulation

2015 Stipulation	2016 Rationale	2016 Recommendation
including clear communication among stakeholders.	the leadership team, created and implements a clear vision and cohesive, communicative program management.	
2. That the institution provides evidence that each program within the unit receives sufficient resources to allow for effective operation of the credential programs. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development, and instruction.	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews sufficient resources has been allocated for effective program operations. Including the specific areas of: support providers, professional development training, new program staff hiring.	Removal of Stipulation
3. That the institution provide evidence that all staff who support the program and/or provide professional development are qualified and have a thorough understanding of the needs of the program.	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews TUSD has provided all staff who support the program with a thorough understanding of the program needs including: regular technical assistance communication with CTC staff, support from the team lead and Stockton USD induction program, attendance at professional development and collegial network meetings, and specialized Education Specialist mentor ongoing support.	Removal of Stipulation
4. Provide evidence of a process in place for on-going training and calibration of	As evidenced through a thorough review of program documentation and comprehensive stakeholder	Removal of Stipulation

2015 Stipulation	2016 Rationale	2016 Recommendation
support providers and program staff involved in evaluating field-based and clinical experience.	interviews a systematic calibration and training process is in place for support providers and program staff including the areas of formative assessment training, coaching support, program expectations, and inquiry processes.	
5. Submit to the commission quarterly reports indicating actions taken to address all stipulations and standards less than fully met. The first quarterly report is Due September 25, 2015.	TUSD has submitted each of the quarterly reports throughout the 2015-16 year. The final report is attached as the Appendix with color coding designating each addition to previous reports.	Removal of Stipulation
6. Within one year of the date of the accreditation action, Tracy Unified School District is required to host a focused revisit to collect evidence of actions to address the stipulations noted above.	The revisit was held on May 4-5, 2016 in which a thorough review of program documentation and comprehensive stakeholder interviews were completed.	Removal of Stipulation
7. Notify all current and prospective teacher candidates of the accreditations status of the institution. A copy of the correspondence shall be sent to the commission.	In September of 2015 all current and prospective teacher candidates were notified of the accreditation status, as were all program participants hired throughout the year as evidenced by program documentation and through stakeholder interviews.	Removal of Stipulation

Appendix

The following table summarizes actions taken by Tracy Unified School District to address each of the stipulations. The information presented here was information provided in all quarterly reports submitted and is color coded to denote submission (black- first quarterly report, purple- second quarterly report, blue-third quarterly report)

Stipulation	Action Taken by Tracy USD
<p>1. The institution provide evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication among stakeholders.</p>	<p>A new Director of Staff Development, overseeing the BTSA Induction Program was hired on July 1, 2015. The Director comes with BTSA Induction Program experience from Stockton Unified School District, having served on the Leadership Team as representative for high school administration and having served as a Support Provider in the program.</p> <p>A representative Leadership Team has been developed to ensure relevant stakeholders are actively involved in program implementation.</p> <ul style="list-style-type: none"> • Representatives from all stakeholder groups are represented: the Associate Superintendent of Human Resources, the Associate Superintendent of Educational Services, the Director of Staff Development, 1 General Education Support Provider, 1 Education Specialist Support Provider, 1 Elementary Administrator, 1 High School Administrator, 1 Former Participating Teacher, and 1 Special Education Program Specialist. • The Leadership Team conducts regular monthly meetings. • Clear roles and responsibilities have been established in relation to the team serving as the key decision-making body for the Induction Program. <p>On August 21, 2015, the Leadership Team held its first meeting of the year. During the meeting the Leadership Team addressed the following areas:</p> <ul style="list-style-type: none"> • The new director was introduced. • The roles and responsibilities of the Leadership Team were established.

	<ul style="list-style-type: none"> • The accreditation report was reviewed and the steps for corrective action were reviewed. This included: • A draft of the letter to notify candidates of the program status (stipulation 7). Approved by the team. • The expectation that TUSD host a re-visit. (Stipulation 6). • The requirement to submit quarterly reports (Stipulation 5). • The plan to provide on-going Support Provider Training and to utilize Stockton USD for Training Support. 2 trainers will be used: 1 with a general ed. Focus and 1 with a special ed. Focus. (Stipulation 3 and 4). • The plan to develop an Administrator Position to ensure effective operation of the program. (Stipulation 2). • Review of the Support Provider application process to ensure quality candidates (stipulation 2). • Developed a plan to create a clear vision and provide evidence that our leadership supports this vision. (Stipulation 1). • Approval of a clear Early Completion Option process and review of Early Completion Candidate applications to determine eligibility. • The Director of Staff Development and TOSA are scheduled to attend all Cluster 1 regional meetings. <p>The Leadership Team met again on August 26, 2015 to select new Support Providers from the submitted applications and paired selected Support Providers with candidates based on the specific support and program needs for Education Specialists and General Education candidates.</p> <p>On October 20, 2015, the Leadership Team held its second meeting of the year. During the meeting the Leadership Team addressed the following areas:</p> <ul style="list-style-type: none"> • Read and approved the minutes from the August 2015 meeting. • Reviewed the CCTC meeting where the Quarterly Report was discussed and will to continue to implement the steps outlined in the TUSD Induction Action Plan for Improvement.
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	<ul style="list-style-type: none"> • Used the Support Provider Input, research, and knowledge of the TUSD Induction Program to develop a vision statement. The team agreed that the vision must articulate a compelling picture of the program’s future that will produce energy, passion, and action. The vision statement was focused on the question: where do we aim to be? • Reviewed the Program’s one ECO (Early Completion Option) Candidate. • Discussed the Accelerated Education Specialist Induction Candidate’s IIP. Candidate currently holds a single subject credential and will need to meet the requirements for the Education Specialist Credential. <p>On December 8, 2015, the Leadership Team held its third meeting of the year. During the meeting the leadership Team addressed the following areas:</p> <ul style="list-style-type: none"> • Read and approved the minutes form the October 2015 meeting. • Approved the Induction Vision Statement written with stakeholder input (SP, PT, admin, Leadership Team) • Reviewed the second quarterly report to be submitted to the commission. • Reviewed data from the Participating Teacher mid-year survey. Determined the following areas of strength and need: <ul style="list-style-type: none"> <i>Program Strengths:</i> <ul style="list-style-type: none"> • <i>SP’s understanding of Induction requirements</i> • <i>SP’s Instructional strategy and CSTP knowledge and ability</i> • <i>SP’s skills in analyzing student work, reflective conversations, observation data, and inquiry support</i> <i>Program Needs:</i> <ul style="list-style-type: none"> • <i>SP training in designing long and short term lessons, assessing student learning</i> • <i>SP matches to subject matter (1 respondent)</i> <p>On January 19, 2016, the Leadership Team held its fourth meeting of the year. During the meeting the leadership Team</p>
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	<p>addressed the following areas:</p> <ul style="list-style-type: none"> • Read and approved the minutes form the December 2015 meeting. • Discussed the Accreditation revisit, determining possible dates. • Discussed New Hire support: Tracy Teacher Induction Program (TTIP) and ways to further support STPS and PIPS. <p>On April 12, 2016, the Leadership Team will conduct the final meeting of the year. During the meeting the leadership Team will address the following areas:</p> <ul style="list-style-type: none"> • Mentor Application Process and Interview Plan • Review April Quarterly Report • New Program and Common Standards <ul style="list-style-type: none"> • Identify program components to remain/modify in relation to the Transition Plan. • Review the Transition Plan before Submission. <p>To create a clear vision for teacher preparation, the following steps occurred:</p> <ul style="list-style-type: none"> • Support Providers provided input during the September 2, 2015 training, focusing on the learning outcomes for Induction Candidates. Support Providers worked in teams to answer the question: What are the non-negotiable behaviors we expect of our Participating Teachers when they leave our Program. They used their lists to develop a vision statement. • During the October 20, 2015 Leadership Team meeting, the Leadership Team utilized research and the Support Provider input to develop a clear vision for the TUSD Induction Program. • At the November Quarterly Meeting, Support Providers reviewed the vision statement and provided feedback to the Leadership Team. • At the December 8, 2015 Leadership Team meeting, the following vision statement was approved: <p><i>The TUSD Induction Program provides collaborative,</i></p>
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	<p><i>individualized support for all induction candidates through a formative assessment process in order to guide teachers in their growth along the continuum of teaching practices. We develop self-reflective, positive thinking teachers who engage in collaboration and focus on student achievement.</i></p> <p>The Director of Staff Development has increased communication with site and district administrators with the following steps:</p> <ul style="list-style-type: none"> • Direct emails to site leaders identifying Induction Program Candidates and corresponding Support Providers. • At the August 27, 2015, Tracy management team meeting, all site and district leaders were informed of the program status and their role as site leaders to support Induction candidates and new teachers. Site leaders read articles/research on the impact of New Teacher Induction Programs and how site leaders can best support new teachers. • At the October 8, 2015, Tracy management team meeting, all site and district leaders were provided an overview of the intent and purpose of California Induction Programs, the vision and goals, and the framework and intent of the FACT system. The role of the Support Provider was clarified in relation to the role of the site administrator. Administrators then participated in determining how they can further support new teachers through the lens of the Induction Program Standards. • Additional informational/training sessions with site leaders will continue throughout the year during district management team meetings.
<p>2. That the institution provide evidence that each program within the unit receives sufficient resources to allow for effective operation of the credential programs.</p>	<p>To ensure the necessary budget, the Director of Staff Development and the Associate Superintendent of Educational Services met with a district budgeting analyst on August 12, 2015, to ensure funding for the following essential program components:</p> <ul style="list-style-type: none"> • Support Provider stipends, release time for observations, and additional trainings

<p>The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development, and instruction.</p>	<ul style="list-style-type: none"> • Professional Development training and networking opportunities • Resources: facilities and materials • Program Coordinator: the District is in the process of developing a new administrative position to oversee the BTSA Induction Program because the District recognizes the need to allocate sufficient resources for effective operation of the credential programs. • The District hired a Program Administrator of Staff Development to work directly with the Director of Staff development to oversee the BTSA Induction Program. The Program Administrator began on November 5, 2015. <p>To ensure the necessary budget, the Director of Staff Development submitted the proposed budget to the LCAP Director, Linda Dopp to ensure funding for essential program components and the following additional needs, as we transition to the New Program Standards:</p> <ul style="list-style-type: none"> • Mentoring Matters, 3 days of Mentor training and the text Mentoring Matters, 2nd Edition for all Mentors. • 2-3 additional release days and substitute funding for all candidates to be observed by mentors and for candidates to observe exemplary teachers. • Additional funding to support the anticipated increase of Mentors due to Teachers College of San Joaquin, no longer embedding a cost free Induction Program to their Program Interns. <p>TUSD continues to fully support and fund the Induction Program.</p> <p>An application process with clear Support Provider Roles and Responsibilities was developed with the following components:</p> <ul style="list-style-type: none"> • Interested applicants must submit an application requiring: a letter of recommendation from both the current site administrator and a colleague; a letter of interest; experience in a teacher leader role; and a resume. • Leadership Team members review applications and
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	<p>determine eligible Support Providers.</p> <ul style="list-style-type: none"> • Support Providers must submit an updated letter of recommendation from their site administrator every four years in order to maintain eligibility. • Support Providers are paired with Participating Teachers based on the credential-type held, site, grade level, and Participating Teacher needs. <p>The 2016-2017 Induction Mentor recruitment will open in April. The application process with clear Mentor and Responsibilities includes following components:</p> <ul style="list-style-type: none"> • Interested applicants must submit an application requiring: a letter of recommendation from both the current site administrator and a colleague; a letter of interest; experience in a teacher leader role; and a resume. • Induction Director and Program Administrator will review applications and determine those eligible for interviews. • The Leadership Team will interview eligible mentors and make final selection of Mentors through the application and interview process. • Current Support Providers must submit an updated letter of recommendation from their site administrator every four years in order to maintain eligibility to become a Mentor. • Mentors will be paired with Induction Candidates based on the credential-type held, site, grade level, and Participating Teacher needs. <p>To support Participating Teachers, TUSD Induction Program conducted Quarterly meetings with Participating Teachers and their Support Providers: Year One Participating Teachers and Support Providers:</p> <ul style="list-style-type: none"> • Orientation: September 9, 2015 • Quarterly Meetings: <ul style="list-style-type: none"> • November 4, 2015 • January 13, 2016 • March 9, 2016
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	<ul style="list-style-type: none"> • Colloquium: May 18, 2016 <p>Year Two Participating Teachers and Support Providers:</p> <ul style="list-style-type: none"> • Orientation: September 16, 2015 • Quarterly Meetings: <ul style="list-style-type: none"> • November 4, 2015 • January 13, 2016 • March 16, 2016 • Colloquium: May 18, 2016 <p>As of September 1, 2015, there are 30 Participating Teachers (PT) in TUSD. There are 10 General Education Year 1 PTs, 1 Education Specialist Year 1 PT, 18 General Education Year 2 PTs, and 1 Education Specialist Year 2 PT. Support Providers meet 1:1 with their PT weekly.</p> <p>As of December 1, 2015, there are 30 Participating Teachers (PT) in TUSD.</p> <ul style="list-style-type: none"> • 9 General Education Year 1 PTs • 18 General Education Year 2 PTs • 2 Education Specialist Year 2 PT's. One PT holds a clear credential and is clearing her second credential • 1 ECO General Education PT <p>As of March 31, 2016, there are 29 Participating Teachers (PT) in TUSD:</p> <ul style="list-style-type: none"> • 8 General Education Year 1 PTs • 18 General Education Year 2 PTs • 2 Education Specialist Year 2 PT's. One PT holds a clear credential and is clearing her second credential • 1 ECO General Education PT <p>One PT resigned mid-year. Support Providers meet 1:1 with their PT weekly.</p>
<p>3. That the institution provide evidence that all staff who support the program and/or provide professional</p>	<p>The Director of Staff Development has taken the following steps in ensuring a thorough understanding of the program:</p> <ul style="list-style-type: none"> • Contact with Karen Sacramento, Commission on Teacher Credentialing, regarding the stipulations, program intent and plans of TUSD to address the stipulations on the

<p>development are qualified and have a thorough understanding of the needs of the program.</p>	<p>following dates:</p> <ul style="list-style-type: none"> • August 11, 2015 • August 28, 2015 • September 14, 2015 • October 27, 2015 • January 25, 2016 • January 27, 2016 • March 1, 2016 • March 11, 2016 <ul style="list-style-type: none"> • Contact with Jodi Schwartzfarb, New Haven Unified School District, Accreditation Team Leader, to further develop understanding of the Induction Program design and intent, Support Provider training, and development of a clear vision and implementation of that vision. • The Program Director, Program Administrator and TOSA plan to visit Jodi Schwartzfarb, New Haven Unified School District, Accreditation Team Leader, on May 25, 2016 to further develop program connections and share best practices as we continue to transition to the new Induction Standards. • Contact with recommended neighboring district, Stockton Unified School District Induction Program Director, Lori Walker, to further develop understanding of the Induction Program design, Support Provider training, and development of cohesive management of the Induction Program. • Attendance at the New Teacher Center, Coaching Leaders to Attain Student Success (CLASS) Blended Coaching training, August 18-19, 2015. Attendance at a New Coaches training on September 11, 2015. • Contact with Janice Bussey, Former TUSD Director of Staff Development in order to revisit the intent of the proposed Program, understand past evidence collection, trainings, and program development.
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	<ul style="list-style-type: none"> • Attendance at the North Valley Collaborative at the Stanislaus County Office of Education on the following dates: <ul style="list-style-type: none"> • September 28, 2015 • November 30, 2015 • February 8, 2016 • April 4, 2016 • Future date: May 16, 2016 • Attendance at the Cluster One regional meetings: <ul style="list-style-type: none"> • Rocklin, California, on September 30, 2015 • St. Mary's in Moraga on February 10, 2016. • Planned attendance on April 26, 2016. <p>The Director, Program Administrator, and TOSA attended the New Teacher Center (NTC) Symposium in Seattle, Washington on February 21-23, 2016.</p> <p>In order to strengthen the support provided for the Education Specialist Induction Program, a plan is in place with the following components:</p> <ul style="list-style-type: none"> • Support Providers hold the same credential as the candidate. • An Intake meeting was held for the year one candidate to determine her individualized plan for Program Completion. • The Math Teacher on Special Assignment (TOSA) is currently serving as a trainer of trainers and a Support Provider for an Education Specialist candidate and will be meeting regularly with the second Support Provider to ensure that all components of the Education Specialist credential are addressed based on each candidates individual needs. • To support the Education Specialist Candidates in developing their IIP's, the Education Specialist Support Providers met on the following dates: <ul style="list-style-type: none"> • September 8, 2015 • October 2, 2015
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	<ul style="list-style-type: none"> • December Midyear meetings • March follow-up support meeting
<p>4. Provide evidence of a process in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experience.</p>	<p>A comprehensive training and for Trainers of Support Providers has been developed featuring:</p> <ul style="list-style-type: none"> • A Partnership with the Stockton USD BTSA Induction Program which includes Tracy Support Provider Trainers attending SUSD FACT trainings throughout the year. The Director, Program Administrator and TOSA continue to attend the Stockton FACT Trainings and have attended the following trainings to date: <ul style="list-style-type: none"> • August 27, 2015 New SP Training • September 3, 2015 FACT Part I (year 1) • October 5, 2015 FACT Part II (year 1) • November 9, 2015 FACT Part III (year 1) • November 19, 2015 Mentoring Matters Training • January 25, 2016 FACT Part III (year 2) • March 7, 2016 FACT Part V (year 1) <p>The SUSD Induction Program Leaders, Lori Walker and Cate Rockstead, have provided program support to TUSD in the following areas:</p> <ul style="list-style-type: none"> • Developing the Support Provider/Mentor Application • Developing the ECO application Process • Clarifying Education Specialist Program expectations • Sharing best-practices, including Mentoring Matters as a coaching support. <ul style="list-style-type: none"> • Regularly scheduled quarterly FACT Trainings specific to Year-One and Year-Two Support Providers. These trainings will include calibration of support provided to candidates in the following areas: IIP inquiry questions, evidence collection, observation, and feedback. • Year-One Support Provider FACT Training Completed to date: <ul style="list-style-type: none"> • September 10, 2015: Module A, Context for Teaching and Learning calibration of expectations

	<p>for experiences; and Module B, Assessment of Teaching and Learning observation cycle calibration.</p> <ul style="list-style-type: none"> • October 15, 2015: Module C, Inquiry of Teaching and Learning. Inquiry question development. Developed an in-depth understanding CSTP's and Program Standards 5 & 6. • December 3, 2015: Module C, Inquiry of Teaching and Learning. IIP development. Developing mentoring skills and reflective questioning techniques. • March 17, 2106: CSTP self-assessment and evidence collection. Developing mentoring skills and reflective questioning techniques. <ul style="list-style-type: none"> • Year-Two Support Provider FACT Training Completed to date: <ul style="list-style-type: none"> • September 2, 2015: Module A, Context for Teaching and Learning calibration of expectations for experiences of a year two candidate; and Module C, Inquiry into Teaching and Learning calibration of inquiry questions focused on CSTP and induction Program Standards as they relate to the candidates context for teaching. • October 14, 2015: Module C, Inquiry of Teaching and Learning. Inquiry question development. Developed an in-depth understanding CSTP's and Program Standards 5 & 6. • February 3, 2016: CSTP self-assessment and evidence collection. Program Completion. Developing mentoring skills and reflective questioning techniques. • Mid-year Meetings: From November 17 through December 10, 2015 The Program Director and Administrator conducted 1:1 mid-year meetings with all Participating Teachers and their Support Providers to provide feedback on the inquiry question and support the candidate with the inquiry process.
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	<ul style="list-style-type: none"> • Feedback is collected at all trainings conducted to determine future Support Provider training needs. As a result of the feedback the following changes have occurred: <ul style="list-style-type: none"> • Support Providers were provided with binders to supplement the web-site to further facilitate reflective conversations and for ease of access. • All required documents are submitted via Office 365/one-drive as we move toward paperless submission. <ul style="list-style-type: none"> • Program Administrator and TOSA conducted document checks in February/March, providing feedback to Participants and their Support Providers before the April 4, 2016 submission deadline. • Agendas for FACT trainings for Support Providers are determined based on Support Provider needs stated in feedback surveys.
<p>5. Submit to the commission quarterly reports indicating actions taken to address all stipulations and standards less than fully met. The first quarterly report is Due September 25, 2015.</p>	<p>The submission of this agenda item fulfils the stipulation of submitting the first quarterly report.</p> <p>The submission of this agenda item fulfils the stipulation of submitting the second quarterly report.</p> <p>The submission of this agenda item fulfils the stipulation of submitting the third quarterly report.</p>
<p>6. Within one year of the date of the accreditation action, Tracy Unified School District is required to host a focused re-visit to collect evidence of actions to address the stipulations noted</p>	<p>Tracy Unified School District and the BTSA Induction Program hosted a re-visit from March 15-17, 2016, to demonstrate implementation of all required stipulations for the Program and Common Standards. The revisit team was provided access to all program documents and met with the following stakeholders:</p> <ul style="list-style-type: none"> • Induction Coordinators • Associate Superintendent of Educational Services • Superintendent of TUSD • Year 1 and Year 2 Support Providers

above.	<ul style="list-style-type: none"> • Year 1 and Year 2 Participating Teachers • Induction Leadership Team • Human Resources • Lori Walker, SUSD, Partner Program <p>The Revisit schedule is attached.</p>
7. Notify all current and prospective teacher candidates of the accreditations status of the institution. A copy of the correspondence shall be sent to the commission.	At the first Orientation Meetings for Year One (September 2, 2015) and Year Two Candidates (September 9, 2015), all Candidates notified of the probationary status of the program and were provided a copy of a letter from the Sheila Harrison, Associate Superintendent of Educational Services. Additionally, Human Resources will provide all prospective future hires with a copy of this letter upon notification of being eligible for TUSD BTSA Induction.

Tracy USD Induction Program Transition Plan

Tracy USD Induction Program looks forward to continuing to learn and grow from the relationships built with other programs through the NVC and Cluster Meetings. This includes continual collaboration as we transition to the new Induction Program Standards to ensure that the Induction Program aligns with our vision: *The TUSD Induction Program provides collaborative, individualized support for all induction candidates through a formative assessment process in order to guide teachers in their growth along the continuum of teaching practices. We develop self-reflective, positive thinking teachers who engage in collaboration and focus on student achievement.*

Our Induction Program Team continues to develop a clear Transition Plan and implement changes. The following list highlights the program changes that we have determined will need major revisions and, therefore, immediate changes. We plan to implement these changes beginning with the 2016-2107 Candidates and Mentors:

- **Standard 2: Components of Mentoring design.**
 - *To strengthen the Candidates professional practice and ensure the ILP addresses Candidate competencies, each ILP will focus on demonstrating growth in specific CSTPs.*
 - *We have increased funding and allocation of resources to allow more opportunity for Mentors to observe candidates and for Candidates to observe exemplary teachers.*

- **Standard 3: Designing and Implementing Individual Learning Plans (ILP) within the Mentoring System.**
 - Currently, we are using components of the FACT System to develop our own ILP that will best support Tracy teachers in growing along the continuum of Teaching Practices. We will strategically align the Candidate's ILP to the CSTPs through two ILP cycles each year.
 - To ensure collaboration between the Candidate and their administrator, the TUSD Program leaders will provide training and support to Administrators in the fall of 2016 to develop a clear process for developing goals aligned to the CTSPS and ensuring that the ILP is not connected to the evaluation process.
- **Standard 4: Qualifications, Selection, and Training of Mentors.** To develop a more robust mentoring system, we are introducing 3 days of Mentoring Matters Training with follow-up training to support implementation of a strong mentoring component.
- **Standard 5: Determining Candidates Competence for the Clear Credential Recommendation.** We will be developing a clear process for assessing candidate growth and competence in collaboration with our Leadership Team and other Induction Programs.
- **Standard 6: Program Responsibilities for Assuring Quality of Program Services.** We have currently implemented a midyear and end of year feedback survey for Participating Teachers to provide feedback on the Support they are receiving. We will continue this process and implement a cycle of formative feedback to Mentors in their Mentoring skills and processes.