

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
San Luis Obispo County Office of Education**

**Professional Services Division  
June 2016**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at San Luis Obispo County Office of Education. The report of the team presents the findings based upon reading the institutional self-study reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards Decisions  
For All Programs Offered by the Institution**

Common Standards	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 Decisions

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	<b>6</b>	<b>5</b>	<b>1</b>	
Education Specialist Clear Induction	<b>6</b>	<b>5</b>	<b>1</b>	

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:** San Luis Obispo County Office of Education

**Dates of Visit:** April 26-28, 2016

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic 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 Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all standards were **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and the total team membership was provided for the General Education (MS/SS) and Education Specialist Induction programs. Following discussion, the team considered whether the programs standards were met, met with concerns or not met. The CTC team found that all program standards are fully **Met** for the General Education (MS/SS) Clear Induction and Education Specialist Clear Induction Credential except for the following:

Standard 3: Support and Professional Development Providers – **Met with Concerns**

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, mentors, administrators and other stakeholders. The team unanimously recommends a decision of **Accreditation**.

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

**Advanced/Service Credentials**

Multiple Subject  
Single Subject  
Clear Induction

Education Specialist Credential  
Clear Induction

Staff recommends that:

- The institution’s response to the preconditions be accepted.
- San Luis Obispo County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Luis Obispo County Office of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

**Accreditation Team**

**Team Leader:**

**Jennifer Hicks**  
Placer County of Education

**Common Standards Cluster:**

**Lori Curci-Reed**  
University of Phoenix

**Advanced/Services Programs Cluster:**

**Robin Bates**  
Imperial County Office of Education

**Staff to the Visit**

**Karen Sacramento**  
Commission on Teacher Credentialing

## Documents Reviewed

<p>Common Standards Report          Program Assessment Report          Program Assessment Feedback          Mid-Year Survey Results          End-of-Year Survey Results          Program Assessment Feedback          Biennial Reports          Biennial Report Feedback          Mentor Training Agendas &amp; Handouts          Mentor Applications          Program Budget          Enrollment Application          Administrator-Mentor Communication Logs          Professional Development Logs          Mentor Evaluations</p>	<p>Evidence of Application          Inquiry Cycle Action Plans          Transition Plans          Informational Program Documents          Professional Development Offerings          Formative Assessment Database          Program Meeting Agendas          Co-Assessment Learning Plan          Memorandum of Agreements          Email Correspondence          Participant Credential Match Lists          Collaborative Assessment Logs          Individual Professional Development Plans          Mentor Responsibility Agreement          Job Descriptions</p>
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### Interviews Conducted

Candidates- General Education	48
Candidates- Education Specialist	19
Completers	23
Site Administration	24
District Administration	9
Program Coordinator	3
Consulting Teachers	29
Steering Committee	12
Credential Analyst	2
Professional Development Providers	7
<b>Total</b>	<b>176</b>

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

### Background Information

The San Luis Obispo County Office of Education supports the work of local school districts; delivers specialized educational services and programs; and fosters community partnerships. It conducts special classes for students with severe emotional problems that interfere with their learning. The office offers an autism program that includes assessment, instruction and consultation for children with autism spectrum disorders. The San Luis Obispo County Office of Education also offers assessment, instruction, consultation and support services for students with hearing impairments. It provides occupational therapy services in the areas of fine and gross motor skills, postural stability and self-care skills development. In addition, the office offers several educational services, including English Language Learners and bilingual programs, as well as academic programs in language arts, history, and visual and performing arts. It is located in San Luis Obispo, Calif.

## Education Unit

The San Luis Obispo County Office of Education (SLOCOE) serves as the Lead Educational Agency for the SLO County Teacher Induction Program (TIP) Consortium. The TIP County Coordinator, based at the San Luis Obispo County Office of Education, oversees the administration and implementation of various components of the induction programs within the respective districts. One district TIP coordinator from each of the large districts (Atascadero Unified School District, Lucia Mar Unified School District, Paso Robles Joint Unified School District, and San Luis City Unified School District), along with the TIP County Coordinator, form the Leadership Team meet monthly to coordinate the administrative components of the program.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Program Level</b>	<b>Number of Program Completers (2014-15)</b>	<b>Number of Candidates Enrolled or admitted 15-16</b>
Multiple Subject Single Subject Clear Induction	Advanced	62	160
Education Specialist Credential Clear Induction	Advanced	25	37

## The Visit

The visit began at 9:00 AM on Tuesday, April 26, 2016. The team members convened at the hotel on Tuesday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. In the early afternoon, the team convened at San Luis Obispo County Office of Education building where the team attended a program orientation and had full access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summary and identified additional information needed to confirm that the program was meeting standards. Interviews of stakeholder groups continued on Wednesday and concluded late in the afternoon. Final consensus was reached on all standards on Wednesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership was held on the late morning of Thursday April 28, 2016.

There were no unusual circumstances associated with this visit.

## Common Standards

### Standard 1: Educational Leadership

Met

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

The San Luis Obispo County Office of Education (SLOCOE) Teacher Induction Program (TIP) provides two approved professional preparation programs. All programs are grounded in a vision for teacher preparation based on current research that includes mentoring, formative assessment, and professional development as essential learning for beginning teachers. During interviews, both the Superintendent and program leadership shared SLOCOE's commitment to providing a high quality program that will give participating teachers (PTs) skills to last throughout their entire career. Review of evidence including formative assessment documents and candidate portfolios, and interviews with program leadership confirmed the commitment to integrate California's adopted standards and ensure that all teachers are confidently implementing these standards.

During interviews the Superintendent, program leadership, and the steering committee expressed strong dedication to ensuring the vision is fully implemented. Areas of focus are congruent with the direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration and unit accountability. Additionally, detailed review of program components confirmed alignment between the vision and implementation of the programs. Review of evidence, including formative assessment documents, portfolios and agendas confirmed coherence across both programs due to the purposeful design of structures that mirror each other in both general education and education specialist clear programs.

The San Luis Obispo County Office of Education TIP Program consists of a consortium of ten school districts as well as private schools. SLOCOE generates a Memorandum of Agreement (MOA) each year detailing the agreements between the consortium and each participating school district. Specific roles and responsibilities about program oversight and implementation are clearly outlined in the MOAs. The consortium is governed by a steering committee that includes representation from all districts as well as program leadership. Review of evidence including Steering Committee agendas and program leadership meeting agendas confirm that faculty, instructional personnel, and relevant stakeholders are involved in the organization, coordination,



and governance of all professional preparation programs. During interviews with the Steering Committee, members shared specific examples of collaboration around policy development and decision making. One such example was the decision to bring private schools into the consortium. Interviews with multiple stakeholders including the steering committee and faculty verified that they are actively involved in providing suggestions and feedback to programs and confirmed that SLOCOE TIP is responsive to the needs of all stakeholders when feedback is received. In addition, stakeholders interviewed mentioned that program leadership is very approachable and frequently communicates regarding preparation programs.

Interviews with program leadership, the steering committee and the Superintendent confirmed that program leadership has the authority and institutional support to implement programs within the institution. Stakeholders shared that not only does program leadership represent the needs of all programs in the unit, but also the needs of each partner in the consortium. Steering committee members shared examples of difficult decisions that have been made collaboratively, with buy in from all members, in order to preserve the effectiveness of the programs and meet the needs of PTs across the consortium.

Review of documentation and interviews with program leaders, mentors, and PTs confirmed that the SLOCOE TIP program has an established process for verifying completion of the TIP and for recommending teachers who have met all requirements. This credential recommendation process includes collaboration and verification from both the PTs employing district, SLOCOE human resources (HR) staff, and TIP program staff.

**Standard 2: Unit and Program Assessment and Evaluation**

**Met**

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

Evidence including the Biennial Report, programmatic documentation and interviews with stakeholder groups, confirmed that the San Luis Obispo County Office of Education (SLOCOE) Teacher Induction Program (TIP) implements a comprehensive system of formative program evaluation that addresses Induction Program Standards, California Standards for the Teaching Profession (CSTP) and local program goals and standards through the involvement of program participants and stakeholders. The program evaluation system includes formal and informal analysis of program success through the use of the Santa Cruz New Teacher Center Formative Assessment system, and survey data collected twice a year through a Mid-year and End-of-year formative review of assessment documents. Stakeholders shared during interviews an example of change made as a result of feedback was the addition of locations for mentor support and meetings due to geographic issues related to the area.

Based on a review of the program narrative, program summary, program assessment documents, Biennial Reports and site interviews, the evaluation activities monitor an understanding of the goals and vision of the program and the degree of success of the program overall. Documents included information that evidenced: 1) All participants (Participating Teachers, Mentor Teachers, Site Administrators) are required to complete the SLOCOE TIP Mid-Year and End-of-Year Survey (adapted from state BTSA survey), with resulting data analyzed to inform program improvement. 2) Mentor forums are held six times a year as a means for added programmatic feedback as evidenced through interview and agendas. 3) Formative assessment data from PTs and mentors is collected and reflected upon by the Leadership Team. Added input on program improvement and change is gained through involvement of the Steering Committee, mentors, district coordinators, and SLOCOE TIP Coordinator.

Review of programmatic documentation and interviews, data is collected regarding programmatic implementation and shared with stakeholders. SLOCOE analyzes and utilizes data on current PTs and the program operations as a means for addressing success levels throughout the year. A Mid-year and End-of-Year Survey is given and utilized as formative guidance as connected to the Teacher Induction Program Quality Standards thereby focusing on areas of strength while continuously assessing for possible modifications and/or adjustments. During interviews, clear connections to the survey process were noted as a means for sharing experiences and impacting change within the program. Specific examples were given by unit leadership and PTs regarding the positive changes observed as a result of the data collected.

Through review of the programmatic narrative, program summaries, Biennial Reports, and all available program documentation, SLOCOE clearly articulates the utilization of the Santa Cruz New Teacher Center Formative Assessment System and the utilization of feedback and guidance gained and utilized to inform program success, mentor effectiveness, and end of the year revisions. Interviews confirmed that the Leadership Team is well informed and involved on a continuous improvement model, and the Steering Committee meets quarterly to review assessment results and determine policy and the direction of the consortium as connected to TIP. It is clear that there is a notable level of ongoing communication among all parties involved with assessment and evaluation of the Teacher Induction Program.

**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.

The SLOCOE TIP has the necessary budget, qualified personnel, adequate facilities, and other resources to prepare its PTs to effectively to meet the California Standards for the Teaching Profession (CSTPs). An examination of the program budget, as well as interviews with program leadership and the steering committee reveals monetary support is provided by SLOCOE for program leadership, support staff, formative assessment, online resources and other professional learning materials, and professional development activities for PTs. Participating districts use a variety of resources to provide additional funding to support the implementation of the program. This includes: mentor stipends, additional salary for full release mentors, and two days release time for veteran teacher observations. An MOU between SLOCOE and participating districts outlines the responsibilities of each partner in relation to resource allocation.

Interviews with program leadership, steering committee members, mentors, PTs and completers confirmed resources are adequate for the effective operation of the program. A sufficient number of mentors are available to support PTs through the induction process and to prepare them to meet the CSTPs and the California academic standards and frameworks. Interviews with program leadership, mentors, the steering committee, site administrators and PTs cited examples of resources that are invaluable in helping them meet their induction requirements as well as to effectively prepare PTs to meet the CSTPs. These examples included opportunities for veteran teacher observations and professional development offerings specifically targeted for beginning teachers. Mentors, site administrators and PTs provided examples of how strategies they acquired had a direct impact on instruction.

Interviews confirmed that the SLOCOE program leadership including the Assistant Superintendent of Educational Services, the Director of Curriculum, the TIP Director, and the steering committee supervise the allocation of fiscal and personnel resources and determine how to best provide sufficient resources that are available to adequately serve participating teacher needs. They work in collaboration with participating districts to implement a plan to allocate fiscal and personnel resources. Additionally, they monitor the use of program resources on a regular basis and make adjustments as needed. Interviews with program leadership and the steering committee affirm that this process has been effective in ensuring that the program consistently receives adequate support.

**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.

A review of documents, including the program narrative, program summary, program assessment documents, Biennial Report, along with the results of interviews with the Leadership Team, Steering Committee, district and school administrators, mentor, program completers, and current participating teachers, indicate qualified persons are employed and assigned to support the professional development and supervision of field-based experiences and guidance throughout the SLOCOE TIP program. The Leadership Team and Steering Committee members hold appropriate academic and professional background and experience to support and guide the SLOCOE TIP program. The Mentor selection process, which includes application, interview, and review of professional references and experience, is conducted by consortium districts, as a means of selecting those with the skills and knowledge necessary to meet the needs of the PTs. Documents were reviewed outlining the requirements and steps for hiring, as well as responsibility agreements.

Through documentation review and interviews with district and site administration, as well as SLOCOE TIP Leadership Team and Steering Committee members, there is clarity in the expectations regarding current professional knowledge and preparation as connected to formative teacher support, with particular mention of context for the utilization of best practices in coaching, collaboration, teaching, and learning. They also stated that many Mentors are selected as a result of district and county networking through past successful completion as well as observed and/or reported continued utilization of skills acquired through the SLOCOE TIP program. PTs shared through interviews that the Mentors are selected for their understanding of reflective practice in teaching and learning, as well as disposition in support of new teachers faced with diversity of teaching environments, student populations, and have a strong grasp of the collaborative and coaching practices required to improve teaching. PT's cited specific examples of use of the CSTPs and CCSSs as tools for guiding both classroom supports and curriculum building opportunities. The overall impressions of the program by PTs was positive, with many mentioning that their experiences within SLOCOE TIP was a direct result of the

relationship they established with their mentor. As evidenced through program documentation and interviews with the Leadership Team and Steering Committee, a system of mentor support and evaluation is in place as a means for determining the success of the support given to PTs, as well as a to guide the decision-making process on who to retain in the role from year-to-year. During the interview with members of the Leadership Team, it was stated that: 1) Feedback is given twice a year where the results are reviewed, along with an additional four workshops/meetings for collaboration and connections, 2) an Individual Learning Plan was utilized with all mentors as a guide for establishing goals and development of strategies in supporting PTs, and 3) that based on the information gathered they “have had to make tough decisions” regarding the continued use of some mentors selected by the districts as they move from one year to the next. It was also stated in interviews that the role of SLOCOE TIP leadership is to “coach toward success with guidance”, given all mentors are district employees.

SLOCOE TIP provides mentor support throughout the year through consortium trainings and workshops. As evidenced in meeting agendas and interview results, mentors meet as a group six times a year, with a mid-year and end-of-year review and assessment of progress. These workshops are held with a specific focus of collaboration, coaching, and guidance strategies as they support PTs through their formative assessment process. Surveys are given after each mentor training as a means of informing future practice. While evidence was provided showing the structure for ongoing support for mentors, there is a need for initial professional development for mentors to ensure that they are knowledgeable about the program and skilled in their roles of mentor.

**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.

Each of the SLOCOE preparation programs have established admission criteria and guidelines based on the CTC adopted requirements. Criteria are defined and distributed to district personnel and are evident in the district MOAs. Through documentation review and interviews with PTs, PCs, district personnel, and site administration, as well as program leadership and the steering committee members, it is evident that enrollment into the SLOCOE TIP program is based on PTs having a current teaching assignment within the consortium districts, holding a valid California Preliminary Multiple, Single Subject, or Education Specialist credential, work with groups of students in a classroom setting, design and implement long and short term plans for instruction, design and implement classroom management system, and work with English Learners and Special Populations.

Interviews confirmed that newly hired teachers are informed of SLOCOE TIP at time of hire by either district HR or the TIP Coordinator. Program participation is reiterated at district-level new teacher orientation workshops held before the beginning of their first school year. Additionally, PTs complete a Professional Teaching Credential Enrollment Form which is submitted by the district to SLOCOE TIP and triggers enrollment into the programs. This form collects information which in turn allows the programs to determine that admitted candidates have appropriate pre-professional experiences.

SLOCOE is an equal opportunity employer as outlined in board policy. Provided evidence confirmed that SLOCOE adheres to the equal opportunity principles in its admission as well as employment practices and personnel decisions.

**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.

The SLOCOE TIP Induction Program staff, district program coordinators, and assigned mentors provide each PT with information, advice, and assistance regarding their professional development and requirements to obtain their clear credential. The SLOCOE TIP Induction online handbook spells out the procedures that enable PTs to complete the Induction Program and qualify for a clear teaching credential. The SLOCOE TIP Director recommends those teachers for clear credentials who successfully complete the Induction Program.

Qualified staff members provide advice and assistance to all PTs in the SLOCOE TIP Programs. Stakeholder interviews confirm that consortium district HR personnel inform PTs about the program and professional requirements at the time of hire and notify the district TIP Coordinator who begins the application process. Applications are forwarded to the SLOCOE TIP Coordinator who notifies candidates regarding program acceptance and enrollment. Trained district TIP Coordinators and other district and/or site administrators provide orientation sessions to all PTs. Candidates and completers reported that this orientation was a valuable introduction into the program.

Interviews confirm that Mentors and PTs meet weekly to engage in the formative assessment process as well as to determine relevant professional development activities and to make connections between professional development attended and induction completion requirements. PT portfolio evidence verifies that as PTs progress in the program, they are advised monthly by their mentors informally as well as, formally twice a year, regarding their

progress towards completion. Candidates consistently reported that the coaching experience and relationship with their mentor made the program worthwhile and rewarding.

Program leadership, including District Coordinators sitting on the Leadership Team, communicates with PT/mentor pairs on individual PT's progress, after each of the two formal portfolio reviews, and if needed, a meeting with mentor/PT will be held with the director in order to address PT completion concerns. Multiple stakeholder group interviews corroborated that mentor forums are successfully conducted to help mentors review FAS tools that can be used for program completion and for requirements for program completion. Program leaders are available by phone and email and candidates and mentors reported that their requests for support were responded to in a timely fashion.

Upon program completion and approval by the TIP Coordinator, the TIP Coordinator or SLOCOE Credential Analyst assists the PT in applying for the applicable clear credential. Program completers praised their mentors and program staff for their assistance in the completion process.

During the course of evaluation, PTs not making adequate progress will make a "plan for completion" with their mentor and the TIP coordinator and if necessary can apply for an extension with the TIP coordinator and district personnel.

**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.

Review of key documents including program narrative, program summary, program assessment documents, Biennial Report, as well as through interviews of the Leadership Team, Steering Committee, district personnel, mentors, and PTs, illustrates that SLOCOE TIP utilizes the New Teacher Center (NTC) Formative Assessment System as supported by the Santa Cruz New Teacher Project to establish regular feedback, evaluation, and modifications throughout field experience and clinical practice opportunities. Documentation provided of NTC elements shows PTs begin with initial introduction to expectations, and are guided through a new teacher developmental continuum focused on the CSTPs. This process supports direct connections to development of strong teaching and learning environments for their designated area K-12 through utilization of

CCSSs and local curriculum and program expectations in order to develop and demonstrate the knowledge and skills necessary.

The HR department at each district within the consortium collaborates based on the Memorandum of Agreement (MOA) with site administration and SLOCOE TIP coordinators to establish hiring needs for the respective districts as needed for mentorships as guided by the use of application and interview process held based on need. Criterion for mentorship selection is established and shared within program documentation, and utilized as the guide for hiring and retention of mentor support county-wide. SLOCOE TIP is guided by an established Steering Committee comprised of representatives from all consortium school districts, and members of the prevailing teacher education Institutes of Higher Education (IHEs) in the area. Through collaboration between county leadership and the Steering Committee, staffing is established to guide program outcomes at the necessary level. Review of support staff is ongoing, and as shared with stakeholders, is in current review based on the needs of programmatic implementation.

It was shared through both documentation and interview that field-based clinical practice is conducted in PTs own classrooms with ongoing support and guidance of mentors throughout the school year and on a regular basis. It was stated by PTs that initial contact with mentors takes place before, or within the first few weeks of, school beginning. During this time initial review of the NTC Formative Assessment System takes place, and the first elements of data collection and supportive analysis begins. PTs shared that mentors guided them in data research, allowing for ongoing refinement. It was through this interaction that some shared their mentor helped them work to “make it better” with each opportunity for reflection by focusing on the nuances of their planning and delivery of lessons. In addition, the process helps them focus on student culture while remaining clearly connected to set action toward meeting goals on a short and long term basis. Stakeholders specifically stated the benefits of the Inquiry Cycle Action Plan as the core of the NTC Formative Assessment System.

Review of artifacts of evidence including the SLOCOE TIP e-padfolio, clarifies the elements required as meeting the expectations for addressing issues of diversity as they affect school climate, teaching and learning, and support implementation of research-based strategies for student success. The uploaded Evidence of Application (EOA) outlines the choices for assignments and activities completed to meet the CSTPs by each PT. Through review of documentation within the e-padfolio, clear and concise connections to set standard expectations were exhibited, as well as empowerment of choice based on setting and experience. Examples of the Co-Assessment Summary Log of Learning Plan was reviewed and is a tangible method of recording experience as the PTs share through the e-padfolio specific elements of “Knowing Students Academically”, and “Knowing Students Across Multiple Dimensions”. Interviews with PTs further clarified the perceived advantage of utilizing this system as a means for gaining reflective practice and opportunities for innovation through guidance of their mentors.



**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.

N/A

**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.

Throughout the two year induction experience, participating teachers are provided with the required completion components through ongoing collaborative processes. Candidates work with trained mentors, district coordinators and a program coordinator for completion and verification of program requirements, completion of formative assessment tools, and with professional development providers for targeted improvement of their professional practice. This was confirmed through interviews with participating teachers, mentors, program completers, SLOCOE TIP Coordinator, the Leadership Team, and through examination of Participating Teacher online portfolios and completion documents. During the interviews, candidates and completers reported that the various modes of support were key to their ultimate success.

The San Luis Obispo Induction Program PTs use and submit formative assessment tools from the Santa Cruz New Teacher Center Formative Assessment System (FAS). These tools allow mentors, the Leadership Team, district coordinators and the TIP coordinator to guide PTs in planning appropriate instruction for all students as well as to utilize the applicable state-adopted academic content standards. PTs, with the support of their mentors, self-assess and set goals related to the CSTPs and Induction Program Standards 5 & 6. These goals are reviewed twice during the year, and modified, as necessary, based on formative assessment data and analysis of student work. Additionally, the mentors analyze their PT's performance on the six CSTPs throughout the year. This allows the mentor to plan his/her coaching and design learning experiences to meet the needs of the individual participating teacher. Stakeholder interviews verify that this allows the mentors' work, along with the needs of the individual PTs, to advance their practice in a collaborative fashion.

The San Luis Obispo TIP Induction Program requires each segment of the program to be completed by the PT in order to be recommended for a clear credential. Each PT tracks their

program progress of these requirements by submitting a document on the Learning Zone in January, and an Inquiry packet in May. By using the program-provided Evidence of Application, both the PT and mentor can be sure to complete the required FAS tools. These packets include FAS tools and Professional Development Logs. Interviewees from various stakeholder groups reported that the multitude of appropriate FAS tools allowed for authentic use and the ability to match PT need and performance to a tool and not force a tool into a PT's practice.

As described at stakeholder interviews, during mentor forums, mentors are placed in partnerships with other mentors and overseen by the TIP Coordinator and members of the Leadership Team. Each mentor pair reads through FAS documents in the Learning Zone submitted by PTs. Written feedback is presented on the standard as being met, or not met, and returned to PTs and mentors to note areas of strength, areas for attention, and any missing elements. Twice yearly check-ins are done through this process at mentor forums under the guidance of Leadership Team representatives to gauge progress by the mentor/PT team and insure PTs meet all Commission-adopted competency requirements.

As confirmed in interviews with various stakeholder groups, a Completion of Professional Credential Requirements form is completed by mentors and PTs and verified and signed by Site Principals, District Coordinators, and the TIP Program Coordinator for all PTs who have completed all requirements. This completed form triggers the recommendation for a clear credential be submitted electronically by the TIP Program Coordinator or the Credential Analyst.

## **General Education (MS/SS) Clear Induction and Clear Education Specialist Induction**

### ***Program Design***

The San Luis Obispo County Office of Education (SLOCOE) serves as the Lead Educational Agency for the SLOCOE TIP Consortium. The TIP County Coordinator, based at the San Luis Obispo County Office of Education, oversees the administration and implementation of all day to day components of the General Education (MS/SS) Clear and the Education Specialist Clear induction programs within the 10 consortium districts. One district TIP coordinator from each of the four large districts (Atascadero Unified School District, Lucia Mar Unified School District, Paso Robles Joint Unified School District, and San Luis City Unified School District), along with the TIP County Coordinator, form the Leadership Team that meets monthly to coordinate the administrative components of the program.

The Steering Committee is the policy-making organization and is the liaison to the program Leadership Team, and includes district administrators and TIP coordinators, HR reps, IHE reps and SLOCOE Curriculum and Instruction administrators. The Steering Committee meets quarterly to receive reports regarding current TIP activities and program effectiveness data from the Leadership Team and to provide district feedback to the program for use in the decision-making process regarding policy and procedure changes. The SLOCOE TIP Consortium is comprised of ten San Luis Obispo County school districts and is partners with the University of La Verne, California Polytechnic State University- San Luis Obispo (Cal Poly), and Brandman University in Santa Maria. Meeting agendas confirm the work of the Steering Committee as the policy making board and documents the collaboration between the various consortium districts, the COE, and the IHEs.

This consortium is committed to implementing a quality teacher induction program and demonstrates this commitment by:

- Appointing representatives to serve on the SLO TIP Steering Committee.
- Selecting a district coordinator.
- Attending informational and/or planning meetings.
- Providing administrative facilitation to all districts in the consortium to provide PTs the opportunity to observe veteran teachers and support other needed expenditures
- Conducting and attending appropriate staff development by TIP mentors.
- Preparing written and oral presentations and reports to the local and state agencies.

The SLOCOE TIP program participates in the New Teacher Center Formative Assessment System (NTC FAS) which is designed to support and inform trained mentors in formative assessment implementation with their participating teachers. Formative assessment structures not only help participating teachers identify and strive for high levels of classroom instruction, they also establish professional habits of inquiry, data-driven dialogue, collaboration, and reflection through an array of formative assessment processes that occur during each year of participation

in the induction program. The formative assessment processes help participating teachers examine and assess their classroom practice in order to identify areas of strength and conversely, areas for professional growth related to the CSTP, P-12 academic content standards, and Induction Standard 5 (Pedagogy), Induction Standard 6 (Universal Access: Equity for All Students) and for Education Specialists, Induction Standard 7 (Professional Development Options). Site administrators report seeing evidence of the work of the induction program in their PTs classrooms and feel the induction goals match their site goals. Multiple stakeholder groups expressed appreciation that the program values the successes and growth in effectiveness of teachers in the classroom over just getting paperwork submitted.

Though mentors attend on going, “just in time” training during the course of the year to help the participating teachers incorporate the CA Academic Content Standards and effective pedagogical strategies into their daily practice using the formative assessment (FAS) tools, stakeholder feedback indicates a comprehensive, up front training at the start of the year on the skills of mentoring and use of the instruments and processes of formative assessment systems would help mentors feel more trained and prepared for their role. Interviewees repeatedly mentioned that the mid-year and end of year FAS document assessments, using a newly developed rubric to evaluate the evidence of completion, helped mentors evaluate their own effectiveness as well as the progress of their PT. A review of evidence and stakeholder input found a concern about the education specialist PT/mentor matches. Many PTs with education specialist credentials are not matched with mentors who hold the same Education Specialist authorization but instead are matched with mentors who hold General Education Credentials.

Site administrators and steering committee members provide feedback to the program by completing a locally made administrator survey each spring. Participating teachers and mentors give feedback on the local mid-year and end of year participating teacher survey. Results from all surveys’ are analyzed by the Leadership Team and Steering Committee and used to guide program revisions. Multiple stakeholders identified program changes that were a result of feedback submitted via these surveys and are expressed confidence that their voices are not only heard but impactful.

### ***Course of Study (Curriculum and Field Experience)***

The SLOCOE participates in the New Teacher Center Formative Assessment System (NTC FAS) which is designed to support and inform trained mentors. Formative assessment structures not only help participating teachers identify and strive for high levels of effective classroom instruction, they also establish professional habits of inquiry, data-driven dialogue, collaboration, and reflection through an array of formative assessment processes that occur during each year of participation in the General Ed and/or Education Specialist induction program. The formative assessment processes help participating teachers examine and assess their classroom practice to identify areas of strength and conversely, areas for professional growth, related to the CSTP, P-12 academic content standards, Induction Standard 5 (Pedagogy), Induction Standard 6

(Universal Access: Equity for All Students) and for Education Specialists, Induction Standard 7 (Professional Development Options).

By examining practice through inquiry, PTs deepen their understanding of their students and continue to expand capacity to develop differentiated instruction based on the assessed learning needs of the students. Examining Practice through Inquiry is intended to support PT growth in each of the six CSTP Standards, Induction Standards 5 and 6, and Student Academic Content standards. An Inquiry into Teaching and Learning begins with the Individual Learning Plan, called the Co-Assessment Summary Learning Plan in the FAS tools. The teacher's overarching professional goal sets into place a general inquiry for the year. In the inquiry process, PTs will identify areas of inquiry in each CSTP, determine the direction of the collaborative work with the mentor, as well as professional development that will advance practice. Praise for the program regarding the professional development provided came from multiple stakeholder groups. Timely, current, needed, and easily implemented were some of the words used to describe the professional development.

The PTs begin their inquiry by planning instruction, teaching, analyzing data/reflecting and applying learning. The PT's focus on either Pedagogy (Standard 5) or Universal Access: Equity for all Students (Standard 6) determines the target population from which to select two case study students for closer examination. At or before mid-year, PTs begin an in-depth inquiry into one area of practice related to their ILP goal. This involves developing an Inquiry Action Plan (IAP), identifying a central question, student outcomes, and a plan of action. In addition to working with their mentor, PTs collaborate with colleagues, resource personnel, and utilize other professional development activities that become an integral part of the Inquiry Action Plan. The PT and mentor develop a professional learning plan using the program professional development menu and choice board of professional development options available. Education Specialist candidates have an increased professional development requirement that includes multiple hours of professional development attended with General Education teachers for collaboration, as well as, several more hours to meet a research component.

### ***Assessment of Candidates***

Each year the PTs, in collaboration with their mentors, self-assess their teaching practice using the Continuum of Teaching Practice aligned with the CSTP and Induction Standards 5 and 6 by:

- Using site evidence of practice and prior experience, including the Teacher Performance Assessment results, to determine levels of teaching practice.
- Summarizing strengths and areas for growth in the CSTP, using a Self-Assessment Summary tool.
- Developing an Individual Learning Plan (ILP) that identifies an overarching professional goal and area for inquiry about teaching and learning and sets next steps in each CSTP.
- Determining professional development activities to support growth and improvement of practice related to the ILP.
- Implementing the ILP by examining practice through inquiry using the Plan-Teach-Reflect-Apply model.

- Implementing their Individual Learning Plans.
- Using formative assessment (FAS) tools as related to the teachers' ILP and immediate needs.
- Planning differentiated instruction based on the student content standards.
- Teaching using adopted texts and supplementary materials.
- Reflecting on lesson observations and analyze student work.
- Applying learning using Collaborative Assessment Logs.
- Developing and implementing a focused Inquiry Action Plan.

PTs and mentors revisit the teacher's self-assessment on the Continuum of Teaching Practice as part of the Mid-Year Review by summarizing successes and challenges in each CSTP, reflecting on professional development activities, and setting next steps using the Mid-Year Review. Program leadership monitors this work and provides feedback to the PT/Mentor pairs through the use of the Evidence of Application tool. PTs continue to examine their practice through inquiry using the Plan-Teach-Reflect-Apply framework. PTs work with their mentors to implement their Mid-Year Review next steps and use formative assessment (FAS) tools as related to those next steps and to their immediate needs. PTs also continue or complete a focused Inquiry Action Plan. Program mentors and TIP coordinators, as well as, the County TIP Coordinator monitor the work as it is submitted into the online E-folio.

At the end of the year, PTs reassess their practice on the Continuum of Teaching Practice and review their Individual Learning Plan and Mid-Year Growth Reflections (see professional Growth Reflections). Using criteria, mentors and or program leaders will review submitted evidence of practice for completion. The results of the mid-year and end-of-year E-folio review are communicated to the PT by the supporting mentor. If any of the criteria of completion was considered not met by program leadership, the PT will be required to resubmit evidence of completion. PTs showcase their formative assessment work at an end of year colloquium and an exit interview at the end of the second year of induction participation. Program and district induction leaders verify one final time that all requirements have been satisfactorily completed before recommending the PT for a clear teaching credential.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are fully met for the General Education (MS/SS) Clear Induction and Education Specialist Clear Induction Credential except for the following:  
Standard 3: Support and Professional Development Providers – **Met with Concerns**

#### *Standard 3 General Education:*

Evidence reviewed and interviews with PTs and mentors indicate that there is a need for initial professional development for mentors to ensure that they are knowledgeable about the program and skilled in their roles specifically around the knowledge and skills of mentoring, the California

Standards for the Teaching Profession, Effective Teaching Standards Category B, as well as the appropriate use of the instruments and processes of formative assessment systems.

*Standard 3 Education Specialists:*

Evidence reviewed and interviews with PTs, mentors, and program leadership indicate that many PTs (average of 50% over the last three years) with education specialist credentials are not matched with mentors who hold the same Education Specialist authorization but instead are matched with mentors who hold General Education credentials. Evidence indicates that this is not just in areas of low incidence or rural and remote areas. While the program has matched PTs in this circumstance with a secondary “mini-mentor” who does have an authorization match stakeholder interviews revealed that collaboration with the mini-mentor is not always consistent.