

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Sutter County Superintendent of Schools

Professional Services Division

May 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Sutter County Superintendent of Schools. 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 findings, an accreditation recommendation of **Accreditation** is made for the institution.

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

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	Does not apply to Tier II credential programs		
9) Assessment of Candidate Competence	X		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Program	6	6		
Clear Education Specialist Induction Program	7	7		
Career/Technology Education Clear Program	16	16		

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: Sutter County Superintendent of Schools

Dates of Visit: April 23-26, 2012

**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 institutional leadership, program leadership, employers, professional development faculty, candidates, program completers, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed the eight Common Standards to determine if the Standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership; Common Standard 3: Resources; Common Standard 4: Faculty; Common Standard 5: Admission; Common Standard 6: Advice and Assistance; Common Standard 7: Field Experience and Clinical Practice; and Common Standard 9: Assessment of Candidate Competence are **Met**. Common Standard 2: Unit and Program Assessment and Evaluation is **Met with Concerns**.

Program Standards

For the General Education (Multiple Subject and Single Subject) Induction Program, the Education Specialist Clear Induction Program and the Designated Subjects: Career and Technical Education Clear Credential Program, the team found that all program standards are **Met**.

Overall Recommendation

Due to the finding that all Common Standards are met with the exception of Common Standard 2: Unit and Program Assessment and Evaluation which is identified as 'Met with Concerns', and all program standards are met, 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 Programs: General Education (MS and SS) Clear Induction
Education Specialist Clear Induction
Designated Subjects: Career and Technical Education Clear

Staff recommends that:

- Sutter County Superintendent of Schools response to the preconditions be accepted.
- Sutter County Superintendent of Schools be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Sutter County Superintendent of Schools continues 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:

Patricia Beal
Murrieta Unified - Retired

Common Standards Cluster:

Victoria Folks
Reach Institute

Program Sampling:

Paul Johnson
RIMS BTSA

Staff to the Visit

Marilynn Fairgood
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Narrative
Site Visit Documentation
Professional Development Website
Professional Development Activity Calendar
Support Provider Contact Communications
Follow-up Survey Results
Accreditation Website
Program Assessment Data
Completer Survey Results
Advisory Committee Minutes

Biennial Report Response
Schedule of Induction Seminars
Candidate Assessment Data
Advisement Documents
Faculty Vitae
Fiscal Documents
Organizational Chart
Candidate Files
CTE Grant Award Letter

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	11	24	35
Completers	3	4	7
Employers	8	7	15
Institutional Leadership	3	-	3
Program Coordinators	7	5	12
Induction Faculty	7	4	11
Induction Assessment Coordinator	2	-	2
Advisors	13	-	13
Fiscal Representatives	2	-	2
Support Providers	20	23	43
Credential Analysts	12	-	12
Advisory Board Members	16	-	16
Program Partners	5	3	8
Technology Representatives	-	2	2
Assessment Developer	1	-	1
Assessor Team	-	4	4
Totals	110	76	186

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

Sutter County is in the Capitol Region's northern corridor and is located approximately 40 miles from the city of Sacramento. According to 2010 population estimates, Sutter County is home to 94,737 people, making it the 37th largest of California's 58 counties. There are two incorporated cities within Sutter County: Yuba City, population 65,569 (2011), and Live Oak with 8,586 residents (2011). The remaining residents live within several unincorporated rural communities that include Meridian, Nicolaus, Rio Oso and Sutter. Sutter County offers residents a rural lifestyle with convenient services and close proximity to the Sacramento metropolitan area. The County has a proud agricultural heritage and offers employment in agriculture and government in addition to various other industries and trades.

The Office of the Sutter County Superintendent of Schools (SCSOS) is located in Yuba City. The major responsibilities of SCSOS include oversight of all county-operated programs. SCSOS provides support and leadership to twelve districts, three charter schools, and district superintendents in the county. The Department of Education website identifies the SCSOS 2011-2012 student enrollment as 21,110. This total includes 8,893 White/non-Hispanic students, 7,481 Hispanic or Latino students and 2,679 Asian students.

SCSOS includes three departments: Administrative Services, which includes Business Services, Human Resources and Technology; Educational Services, which provides oversight of county

programs such as Intervention and Prevention and the High School Exit Exam; and Programs, including BTSA, the Paraprofessional Teacher Training Program (PTTP) and the Regional Occupation Program (ROP). The mission of SCSOS is dedication to delivering successful solutions to the challenges of local and regional partners by providing innovative support and services to promote education and self-sufficiency. The guiding principles for the Sutter County Superintendent of Schools Office and its schools are honesty, positive attitude, dependability, responsibility and caring.

Education Unit

The SCSOS Education Unit is a regional consortium comprised of three county offices of education (Colusa County, Sutter County and Yuba County), nine (9) university partners, and twenty-one (21) school districts. The consortium, known as the Tri-County BTSA Induction Program, provides an induction experience for candidates seeking General Education (MS and SS) and Education Specialist Clear Induction Credentials and the Designated Subjects: Career and Technical Education (CTE) Clear credential. SCSOS serves as the lead education agency for the consortium and has authority over the induction program and credentialing for candidates participating in the three programs.

The Tri-County Induction Program consortium has been committed to beginning teacher growth since the program's inception in 1999. It has been the expectation in the Tri-County region that all beginning teachers, regardless of the credential being earned, participate in and receive support through the Tri-County Induction Program.

The vision of the induction program is to provide 1) structured and flexible support for all first and second year teachers, 2) a coherent system for assessing candidates and 3) teacher support that emerges from formative assessment. The goals of the program are to improve candidate performance, improve the teaching of students from diverse backgrounds, increase new teachers' satisfaction in their role as educators and retain capable teachers.

The administrative structure of the unit includes the induction program director and an administrative secretary who are both housed in the SCSOS consortium office. Each participating district has a district coordinator who acts as a liaison between school sites (participating teachers, support providers, and site administrators) and the Tri-County Induction Program. The Representative Advisory Committee comprised of superintendents or designees of participating districts, county offices of education and university partners, provide policy decisions and fiscal oversight to the regional program. In addition, the program director is a member of two IHE groups: Northeastern California Teacher Education Collaborative (NECTEC) and the Capitol Regional Teacher Preparation Network (CRTPN). This partnership was established to encourage the continuum of services for induction candidates and the smooth transition from the preliminary teacher preparation program to completion of induction within the Learning to Teach System.

In addition to the administrative structure described above, the SCSOS program includes the support of representatives from participating districts' human resources divisions and credential technicians who serve as initial advisors for candidates. The induction program faculty and staff include 81 support providers and 6 professional development faculty.

The Tri-County BTSA Induction Program is in its thirteenth year of operation in the tri-county area and has served over 1000 participating teachers and worked with over 100 Support Providers. Total candidate enrollment in the 2011-2012 induction programs is 140 with the majority of candidates enrolled in the General Education (MS and SS) Induction Program and remaining candidates enrolled in the Education Specialist Clear induction program and the clear CTE credential program. The total number of 2010-2011 program completers of the General Education and Education Specialist Induction Programs is 59. Because the CTE program was approved by the Commission in November 2010 that program does not yet have program completers.

**Table 1
Program Review Status**

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency Reviewing Programs
General Education (MS and SS) Induction	62	103	CTC
Education Specialist Clear Induction	18	30	CTC
Career/Technical Education Clear	0	7	CTC

The Visit

The SCSOS site visit team included two team members and a team lead. During the week prior to the visit, team members engaged in a telephone conference to discuss their Common Standards pre-visit work and to develop questions for SCSOS constituent group representatives.

On Monday, the team met at the hotel for a team meeting. Following the meeting, the team traveled to the SCSOS office where they were met by institutional representatives who welcomed the team and provided an introduction to the institution. Document review and interviews began on Monday afternoon and continued through Tuesday. On Wednesday morning, the Team Lead and Commission consultant presented the Mid-Visit Status Report to the induction program director. Additional documentation was requested and interviews continued Wednesday morning. During Wednesday afternoon and evening, the team met to discuss evidence reviewed, interviews conducted and all standards. Following dinner, the team continued their deliberations. Consensus was reached on all standard findings and an accreditation recommendation was made. The institutional exit report was held at 10:30 a.m. on Thursday morning.

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 requirements.

Findings

The SCSOS induction program is based on current research studies that address the design of teacher preparation programs and which are discussed during BTSA cluster meetings. Recent programmatic improvements involving seminar length, the use of cohorts and action research are examples of research-based decisions. It is evident that the induction program design clearly incorporates the California Standards for the Teaching Profession and interviews with candidates and support providers confirmed that the standards are embedded throughout the formative assessment process.

SCSOS was initially approved to offer the General Education (Multiple and Single Subject) induction program in 2004. SCSOS has been successfully administering that program for the past eight years. In 2010, SCSOS added two new program options to its program: the Education Specialist Clear Induction program and the Career/Technical Education (CTE) Clear credential program. The Education Specialist Induction program currently serves Level I and preliminary credential holders. The CTE program provides support and assistance through the induction program model for preliminary CTE credential holders who are completing clear credential requirements. Candidates in the Education Specialist Induction program and the CTE clear program are assigned a job-alike support provider who provides support in the candidate's certification specialty area or industry sector subject identified on the candidate's credential.

The SCSOS program provides structured and flexible support for all induction candidates through a coherent system of assessment that must be completed by the participating teachers. Interviews with candidates, support providers and induction program staff confirmed that candidate performance is enhanced through scholarly experiences such as trainings, action research, collaboration, the inquiry process and completion of professional development activities. Unit accountability connects to the program's vision through an on-going process of data collection, analysis, and program improvement.

The induction program regularly collaborates and communicates with faculty, instructional personnel, P-12 organizations and partner school district personnel to provide program updates, elicit feedback about the induction program and to discuss and make decisions about how to improve program effectiveness. The program has developed a Memorandum of Understanding (MOU) that defines the roles and responsibilities of each partner organization and the MOU is signed by all 21 school districts and all three county education offices. Upon signing the MOU, each partner local education agency (LEA) becomes involved in the administration of the program.

The SCSOS program collaborates with university partners to provide preliminary credential program completers and university faculty with information about induction during university orientations, attendance at IHE/BTSA activities such as the Northeastern California Teacher Education Collaborative (NECTEC), Capital Region Teacher Preparation Network (CRTPN), National Network for Educational Renewal (NNER), and the William Jessup University Advisory Group.

Interviews with institutional leadership confirmed that the program's leadership structure includes a full-time director who was hired by the SCSOS. The director has oversight and implementation authority over all aspects of the induction program. The director also facilitates three leadership groups: the Advisory Committee, which includes a subgroup of Representational Advisory Committee Members, the Operations Council (District Coordinators) and the Trainer Team (Seminar and Support Provider Trainers). These groups provide guidance and direction for the program, approve program modifications and provide fiscal oversight. This leadership structure is in place for the General Education and Education Specialist Clear induction programs as well as the CTE Clear credential program.

While all advisory committee members receive meeting agendas and minutes, the members of the Representational Advisory Committee represent constituent districts during voting and discussions about the induction program. In 2007, in an effort to support human resource personnel, ensure selection of quality support providers and relieve economic hardship among district partners, the Representational Advisory Committee approved two options for participation in the induction program. The first option allows SCSOS to implement all aspects of the program, including the selection and hiring of support providers. The second option allows the partner LEA to implement the program and select and hire its support providers. SCSOS then reimburses the LEA for costs associated with administration of the program. Regardless of which option is selected, the program partner is required to fully participate in the Tri-County BTSA Induction Program including attending advisory board meetings, Administrator Breakfasts and induction program trainings.

Prior to implementation of the two option model, the Operations Council met twice annually to implement new program components and ensure that all program requirements are met at the local district/COE level. Since implementation of the two option model, the need for the Operations Council to meet on a regular basis has decreased. Currently, induction program leadership communicates with Operations Council members electronically and as needed.

The Trainer Team for each program is comprised of facilitators and program support providers who are elementary, middle, and high school teachers, equity and diversity trainers, and trainers who possess special education, technology, English learner and industry sector expertise. The Trainer Teams not only provide professional development trainings but most of the trainers also serve in additional roles within the programs such as support provider and assessor team members.

Through a review of program documents and interviews with support providers, credential technicians and analysts, and the program director, the team found that an assessment team that includes support providers and administrators are trained and calibrated to review the portfolio for each candidate to determine completion of the required components of the induction program.

Confirmation of completion of all requirements is collected by the administrative secretary and included in the candidate's Accountability Card, a checklist of all standards and induction program requirements. The induction program's credential analyst is responsible for verification of candidate completion of all program requirements and then recommends general education and special education candidates for their clear credentials.

The director reported that Tri-County BTSA Induction Program meets with the three county credential representatives yearly and communicates on an on-going basis regarding CTE credentialing requirements. The director also reported that the program has only one credential analyst who is the only authorized credential analyst in the tri-county region to review coursework completed by CTE candidates. That person is also the only credential analyst in the region who is authorized to recommend for clear CTE credentials.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

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

Findings

Review of evidence and interviews with stakeholder groups confirmed that SCSOS implements an assessment system that incorporates data from a variety of sources, including participating teachers in each induction program, support providers, site administrators, and course instructors. Assessment data are collected throughout the year and analyzed by program staff. These data are used to assess candidate competence, determine program effectiveness and make program improvements. Interviews and document analysis confirmed that program improvement decisions are shared with program staff and stakeholders. During interviews, administrators, support providers and candidates commented about the various program improvements that have been made by the program.

Data from the induction program are consistently collected, analyzed, and used to determine candidate progress and performance. Candidates are informed of the results of their performance through the portfolio review process. Review of candidate-generated data, program documentation and interviews with candidates and program staff indicated that the program provides a meaningful induction experience that allows for the demonstration and application of knowledge and skills that improve teaching practice and student achievement.

Feedback on unit operations is gathered through many sources, including organized meetings, state and program surveys from stakeholders, candidate and mentor collaborative logs, and written summaries regarding progress. The program also uses program completers who have been retained by their districts and who are now utilized as induction program support providers as an indicator of positive program performance.

Interviews and document analysis confirmed that all districts affiliated with the SCSOS induction program collect and analyze teacher data at the time of hiring and then share those data with the program to assure eligibility and correct program placement. A variety of data, including

candidate portfolios, state and program-generated surveys and progress monitoring documents, are collected and analyzed to verify that candidates demonstrate proficiency toward meeting competency requirements. Program effectiveness and improvement is based upon collecting and analyzing data from candidates, support providers, professional development providers, and district or county staff. Information regarding program improvements is shared with all stakeholders.

Rationale

Although the unit collects complete data on those who eventually became support providers within their consortium, data from additional program completers also should be collected and utilized for program improvement purposes.

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 resource needs.

Findings

SCSOS and its partners, through Memoranda of Understanding, outline the expectations for each of the sponsoring partners. Interviews with the program director, Sutter County superintendent, members of the advisory council and an examination of budget documentation all confirmed that the necessary fiscal support is provided. Interviews with candidates representing all programs confirmed that qualified personnel, facilities and other resources are sufficient to meet candidate needs. Candidates and support providers reported that additional resources, including Professional Development (PD) Express, a comprehensive professional development management system that provides the ability to store, track and manage professional development activities, are also provided.

A review of the induction program budget revealed that human and fiscal resources are allocated for candidates in all three programs and that the programs can access resources needed for successful program implementation. Review of the SCSOS budget supports, and interviews with credential technicians and credential analysts confirmed, the ability of the program director to have people and resources in place to complete the admission and advisement processes. The curriculum, professional development and instructional duties are accomplished through the seminars conducted by professional development faculty. Interviews with support providers, participating teachers, credential analysts and the program director confirmed that field-based supervision and clinical experiences are overseen by the support providers and that assessment management is accomplished through the use of PD Express.

Interviews with Education Specialist support providers, the program director and CTE coordinator confirmed that sufficient funding for all induction support services was provided in 2011-2012. Additional funding was obtained for CTE through a CTE TEACH grant that was submitted by the program director. The team reviewed evidence that included a letter from CTE

TEACH which confirmed award of the grant for 2011-2012. The program director and CTE coordinator reported that a grant proposal for the 2012-2013 year was also submitted. Notification of award of the CTE TEACH grant for 2012-2013 arrived during the accreditation visit. These additional resources will be used to again supplement funding for the support services provided by the CTE coordinator during 2012-2013.

Candidates stated during interviews that seminar presentations, support providers, and credential analysts are all sources of program information for candidates. Program leadership and program partners confirmed that information about the program, such as orientation fliers, New Teacher Placement Forms, Newsletters, support provider selection criteria, optimal working conditions for new teachers and roles and responsibilities of site principals is shared during meetings and email communications with LEA human resource staff, district induction program coordinators, and district and county office of education staff.

Through interviews with the various constituent groups it was verified that the director and program secretary welcome inquiries from candidates, support providers, site administrators, and district leadership. Members of several stakeholder groups and candidates from the General Education, Special Education and CTE program also mentioned the rapidity with which inquiries are answered by program leadership.

All funding is received and allocated by the Sutter County Superintendent of Schools based on program rationale, goals and procedures as outlined in the program standards. Interviews with the program director, Sutter County superintendent, deputy superintendents of Business Services and Educational Services, SCSOS accountant and SCSOS director of Internal Services all confirmed that this is done by the director, who equitably administers the budget allocations for the current programs taking into account projected allocation needs through 2014-15. The program director confers with the advisory council at the bi-monthly meetings regarding budgetary adjustments. Planning for the budget supports all resources for the program design and implementation and is created each year by the program director and approved by the advisory board members. Due to the fact that BTSA funding is now flexible funding, advance planning has begun to allow the program to charge a fee to candidates so that the program can continue to support candidates at the current level through the 2012-15 school years.

Standard 4: Faculty and Instructional Personnel

Met

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

Findings

Through document analysis and interviews with the various stakeholder groups, the team confirmed that job descriptions and responsibilities are clearly presented for all professional development providers and support providers. Support providers and district coordinators shared that a process exists for the recruitment and hiring of both professional development providers and support providers. According to the MOU, districts may choose their own process for the selection and hiring of support providers. Professional development providers' resumés reflected extensive qualifications for their positions.

Support providers and participating teachers reported that professional development providers' expertise in teaching and learning is demonstrated in seminar presentations. Teaching and learning information presented during the seminars is used by participating teachers in completion of the action research required as part of induction. Information surveys from professional development activities indicate a high level of satisfaction on the part of participants.

The demographic of the area served is majority Caucasian, Non-Hispanic. The next two most populous groups are identified as Hispanic and East Indian. Through interviews with program leadership the team found that SCSOS has attempted to recruit instructional personnel who are reflective of the surrounding community. The last two years have seen an increase in representation of faculty that reflect the surrounding communities and program leadership is still committed to, and is actively recruiting, faculty who represent the communities in which they work. Program leadership has a strong relationship with a nearby university that has been successful in recruiting applicants from neighboring East Indian communities, and the program director is actively involved with recruiting teachers from this program. The facilitators have received extensive training in Nurtured Heart Training, Bullying Prevention, understanding poverty and the role of church and philanthropic organizations in the community. Faculty members often collaborate with the Intervention and Prevention Program for additional information about the needs of various populations.

During interviews, participating teachers, members of the advisory committee and the superintendent referred to the expertise of instructional personnel and induction program faculty and their knowledge of the standards, frameworks and accountability systems that drive the curriculum of public schools. Several stakeholders mentioned with appreciation the Common Core Standards seminar that had been recently presented by instructional personnel. A review of professional development provider resumés reflected that providers place a focus on designing professional development activities based on their area(s) of expertise.

SCSOS collaborates with colleagues at many levels of the educational system. Site administrators are invited to give feedback about the program throughout the year and attend a BTSA breakfast where they are informed about any changes in the program for the upcoming year. At the end of the year, all site administrators, support providers and participating teachers complete the statewide survey, allowing input from all three groups to be considered when planning program improvements for the next year.

SCSOS also collaborates on a regular basis with the local IHE, CSU Chico. Three times per year, program directors meet with program representatives from CSU Chico to ensure a smooth transition to induction when candidates leave the preliminary preparation program, allowing the

induction programs to ensure that professional development offerings are new content knowledge for participants. Additionally, members of the leadership team for SCSOS serve on Advisory Boards for IHE programs to provide insight and guidance to the preliminary credential programs from an induction perspective.

A number of community organizations collaborate with the program, including the Intervention and Prevention Program which connects the Tri-County Induction program to community resources such as Tobacco-Use Prevention Education, Education for Homeless Children and Youth, Foster Youth Services, and First Five.

SCSOS provides several opportunities for faculty development. Professional development providers attend different conferences and presentations throughout the year which allow them to develop their content knowledge and pedagogy and affective skills in working with students. The skills of professional development providers are further enhanced through meetings during which each member of the professional development team shares research and best practices specific to his/her area of expertise. Professional development providers shared that they had all participated in a book club activity on presentation skills the summer before, as an alternative means of continuing professional development.

A review of program documents and interviews with professional development staff and program leadership verified that all professional development providers create a personal Action Plan that outlines performance goals for the year. Throughout the year, professional development providers work on this action plan. At the end of the year, the action plan is assessed for successful completion. The same plan may continue in order to complete the goals or, if goals are met, professional development providers write an action plan for a new goal.

Interviews with support providers and participating teachers confirmed that feedback from every seminar is gathered in order to assess the effectiveness of the seminar and its impact on participants. During support provider interviews, it was shared that each support provider also designs and implements an Action Research project. Support providers also discuss the value of action research that they have experienced and which they look forward to repeating in the future. Participating teachers are asked to evaluate their experience with their support provider each month during candidate monthly meetings, allowing feedback about support providers' performance to be collected and utilized by the program for retention purposes.

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 population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Each of the consortium partners of the Tri-County Induction Program has a credential analyst or personnel technician who is trained by the program on an annual basis in the induction program admission process and who is responsible for forwarding new hire documents to the induction program administrative secretary. The New Teacher Placement Form is completed at the point of hire by the LEA and then submitted to the induction program along with the candidate's

teaching credential(s). Program leadership reviews the New Teacher Placement Forms to determine eligibility for the induction program and to ensure that all eligible teachers are identified and enrolled in the induction program in a timely manner. After eligibility is determined, the program provides advisement and assistance to outline the program requirements and expectations.

Interviews with IHE partners confirmed that the director works directly with several universities to recruit candidates to apply for teaching positions within SCSOS and to participate in the induction program.

Each candidate admitted to the general education and education specialist induction programs has completed a preliminary teacher preparation program that verifies appropriate pre-professional experiences and academic accomplishments. Each district and county office of education's hiring protocol ensures that all participating teachers, including the holders of the CTE preliminary credential, have the requisite experiences and personal characteristics that indicate the probability for success in the classroom.

Standard 6: Advice and Assistance

Met

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

Findings

Interviews with district coordinators, participating teachers and institutional staff verified that upon hire, candidates are advised of their responsibilities and given a list of requirements they must complete. Candidate information is sent to the SCSOS office, where it is reviewed by trained credential analysts. SCSOS staff contact candidates who are eligible for participation in the induction program and inform them of the steps they must take to clear their credential. Program documents and interviews confirmed that candidate progress and performance is continually monitored throughout the induction experience by induction staff who inform candidates of their progress toward completion of program requirements.

Program leadership, candidates and employers confirmed that the Tri-County BTSA Induction Program Handbook is distributed electronically to program participants, program sponsors, support providers and administrators. The handbook contains an overview of program requirements, articulates program policies, procedures and responsibilities for participants and district personnel and includes forms that site or county office administrators would reference in their day-to-day work with a participating teacher. The handbook is reviewed annually at the Fall Administrator Breakfast, during which information about the induction program is shared, and distributed to all administrators who work with a participating teacher.

Candidates have multiple opportunities to access information and resources that support them in meeting all program requirements. Requirements for completion of the induction program are clearly posted on the induction program website. The induction administrative secretary monitors each candidate's progress through the program. Support providers also monitor candidate

progress through the PD Express online system and candidates expressed that their support providers continually reminded them of requirements they have completed and remaining requirements that must be completed in order to finish the program. If candidates do not meet recommended completion checkpoint dates, emails are sent from the administrative secretary informing candidates of their situation and reminding them of outstanding requirements. Candidates cited highly responsive support providers and leadership team who keep candidates apprised of their progress toward program completion on a regular basis as well as any time candidates inquire.

A review of program documents and interviews confirmed that if a candidate falls behind in attending professional development seminars the candidate is notified by program staff and provided opportunities to make up the missed sessions. If a candidate is falling behind in any of the program requirements additional assistance is available from their support provider to guide them through completion of the expected work. If a candidate is unable to complete induction program requirements during the two year induction period the candidate may request an extension so that program requirements can be completed.

Support providers update collaborative logs that document the time support providers and candidates meet and provide a running record of candidate progress toward program completion. If it appears that any candidates are falling behind in their expected completion target date the candidates are advised and adjustments to their schedule may be made to accommodate their situation. This could result in an extension of time that the candidate must remain in the program as a participating teacher or an increase of portfolio work production so that the candidate can complete by the target date. At the mid-year review, candidate portfolios are assessed and candidates whose portfolios do not meet standards are notified and then given additional assistance from their support provider in order to ensure successful completion of the portfolio.

Standard 7: Field Experience and Clinical Practice

Met

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

Findings

The Tri-County Induction Program uses a locally designed formative assessment system, the Northeastern California Teacher Education Collaborative Local Assessment System (NECTEC LAS) to ensure that candidates have appropriate field-based and clinical experiences to develop the knowledge and skills necessary to effectively educate and support all students. NECTEC LAS is a planned series of field-based experiences that is based on the CSTP and incorporates the P-12 academic content standards. Each year, participating teacher data from the assessment process is collected and changes are made if the data suggests some part of the program is ineffective.

The MOU that is signed by each partner LEA is agreed upon by the induction program. In the MOU, districts have the option to choose whether they will select their support providers or if

support providers will be selected and provided by the induction program. If the partner LEA chooses to select its own support providers the LEA will use its own process for selecting support providers that includes the use of selection criteria recommended by the induction program.

The NECTEC LAS process includes experiences that require each participating teacher to assess their classroom and students from various perspectives. Then candidates must also choose focus students, such as English learners or students with special needs, to further develop their understanding of issues of diversity that affect these students. In the Action Research process, candidates are expected to identify an area of concern for their classroom, then conduct research in that area in order to identify current research-based strategies and apply these strategies in their classrooms in order to improve student learning.

Standard 9: Assessment of Candidate Competence

Met

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

Findings

The SCSOS induction program has developed a version of the NECTEC LAS for each of its induction programs: NECTEC LAS for General Education (Multiple and Single Subject) candidates, NECTEC LAS-ES for Education Specialist candidates and NECTEC LAS-CTE for its Career/Technical Education candidates.

The NECTEC LAS is aligned with the California Standards for the Teaching Profession (CSTP), SB 2042 Induction Standards, P-12 academic content standards, curriculum frameworks, and performance level assessments for students. NECTEC LAS uses multiple measures for assessing teacher performance over time, reflecting on teacher practice, applying core academic content, teaching skills, and subject matter pedagogy. Inquiry cycles within the assessment build upon preliminary credential knowledge as teachers move into application, demonstration, and reflection on actual classroom practice. NECTEC LAS builds on a participating teacher's prior knowledge, scaffolds new information, and constantly moves the teacher's practice forward. There is a consistent focus on applying strategies, skills, and knowledge to improve teaching and student learning.

The program utilizes a system of formative assessment, professional development, and program monitoring to assure that candidates know and demonstrate the required knowledge and skills. Through constituent interviews and review of participant document samples and written feedback the team found that the SCSOS induction program places a focus on the development and application of candidate knowledge and skills

Candidates in the General Education and Special Education Clear induction programs and the CTE clear credential program not only demonstrate their professional knowledge and skills through the completion of the NECTEC LAS formative assessment process but also through the compilation of a portfolio that demonstrates candidates' professional knowledge and skills.

Portfolios are first assessed by the support provider and participating teacher to determine if there are areas of deficiency. Portfolios are then officially scored by a trained group of assessors that includes professional development providers and support providers. Portfolios are scored using a rubric that is based on Commission-adopted induction standards. Induction candidates must demonstrate sufficient knowledge and skill according to the rubric to receive a passing score on their portfolio and to be considered eligible for the clear credential.

General Education (Multiple Subject and Single Subject) Induction Program

Program Design

The leadership structure, communication and means for stakeholder input within the SCSOS General Education, Education Specialist Clear induction program and the CTE Clear credential program is as described in the findings included for Common Standard 1.

Throughout the two-year induction process, candidates' progress toward completion of clear credential requirements is monitored through attendance at monthly seminars, meetings, and completion of program requirements. The general education candidate's completion record is available electronically and can be accessed through the PD Express website. This tool ensures that assistance is available to optimize successful completion of the Tri-County Induction Program and a clear General Education credential.

The program director has authority over all aspects of the induction program and represents the program interests during advisory council meetings and leadership meetings during which information about the induction program is shared and policy that guides the program is made.

Course of Study

Prior to beginning formative assessment activities and in an effort to bridge the experience from teacher preparation programs to induction, candidates complete the Connecting Prior Experience with Induction activity. This activity allows candidates to engage in reflective conversations with support providers about their strengths and areas of growth from the Teaching Performance Expectations (TPE) and Teaching Performance Assessment (TPA) results. This activity also allows the candidate to identify specific areas with which the support providers can assist candidates as they prepare for their new classroom assignment.

The program's foremost priority is to provide participating teachers with high-quality extended preparation and professional development that enables them to meet the academic learning needs of their students. The program promotes the lifelong cycle of continuous improvement with teachers new to the profession by supporting them in attaining attributes, skills, and abilities within the following components:

- The Plan, Teach, Reflect, Apply Cycle – the ability to self-assess his/her teaching skills in relation to student achievement;
- The process of Inquiry – continuous classroom research that improves the skill and ability of the professional educator based on evidence;
- Networking, sharing professional skills, knowledge, and experiences with peers to learn from, and to teach, each other thus avoiding the isolation that is often experienced by teachers;
- An Individual Induction Plan – a plan for continuing professional growth based on evidence in relationship to the CSTP, state curriculum frameworks and instructional materials, and state-adopted student academic and performance standards.

Learning how to differentiate instruction to meet individual and diverse learning needs is a critical element for ensuring academic success for all students. Support providers and candidates work together to develop lessons and units that are consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of all students.

Participating teachers select one core academic content area as a professional growth focus each year. This focus enables participating teachers to conduct an in-depth inquiry into the content standards for that one subject area while they develop, demonstrate and reflect upon their teaching practice in relation to both the content standards and CSTP and Induction Standards 5 (Pedagogy) and 6 (Universal Access).

Seminars provide an opportunity to monitor participating teachers' progress and provide feedback into professional development. Seminars provide samples and time for support providers and participating teachers to work through various inquiry processes, ensuring all candidates understand program expectations for completion of the induction program.

Candidate Competence

The SCSOS induction program uses the Northeastern California Teacher Education Collaborative (NECTEC) comprehensive Local Assessment System (LAS) to assess candidate competence. There are three essential components within the NECTEC LAS:

1. **Standards:** The participating teacher has multiple, systematic opportunities within each Inquiry to learn about and demonstrate knowledge, understanding and application of the CSTPs, induction standards, and P-12 academic content standards.
2. **Evidence of Practice:** Participating Teachers develop a portfolio of evidence that verifies completion of the four Inquiries and the requirements of the induction program.
3. **Criteria:** Within each Inquiry, participating teachers self-assess their teaching performance using a set of criteria as stated in the Descriptions of Practice (DOP) for each CSTP. Each participating teacher's self-assessment is guided by a trained support provider and is based on evidence gathered within each Inquiry using the ongoing process of Plan, Teach, Reflect, Apply and the NECTEC LAS formative assessment tools.

Support providers use NECTEC LAS as a tool to inform and guide participating teachers in assessing their growing skills and abilities as professional educators based on evidence and over time. Student work, instructional plans, and reflective conversations are part of the multiple sources of evidence collected. Professional decisions related to teaching and continuing professional development are documented in a formal, written Individual Induction Plan (IIP) and during the completion of two (2) Inquiry Portfolios.

The portfolio review process includes formative feedback to each participating teacher and support provider so that feedback can be provided about the candidate's teaching practice and the inquiry process. All general education participating teacher portfolios are reviewed by a Portfolio Review Team once each year.

Portfolios that do not score at the proficient level in all areas are given to program leadership. Following review of the portfolio, program leadership either:

1. Returns the portfolio to the support provider and participating teacher for further work on the areas that are not "Proficient"; or
2. Determines the area does not detract from the overall score of "Proficient" in all other areas and the portfolio is determined to be complete.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with institutional leadership, unit leadership, candidates, completers, faculty, employers, and support providers, the team determined that all program standards are fully met for the General Education (Multiple and Single Subject) Induction Program.

Education Specialist Clear Induction Program

Program Design

The Tri-County Induction program has included the participation of education specialist candidates since the first year of program implementation in 1999. When the General Education Induction Program was approved in 2004, the induction program began working on the formative assessment system for education specialist candidates and an Education Specialist formative Assessment System (NECTEC LAS–ES) was introduced in 2007.

Over the years, and based on program feedback, Education Specialists have had their own seminar cohorts in addition to collaborative seminars, and the Education Specialist holders are now fully integrated into the induction program. Although the Education Specialist Clear Induction Program was approved in 2010, SCSOS believes that it has had the opportunity to provide a unique induction experience for education specialist candidates for several years.

Prior to 2010, the tri-county region worked collaboratively with several institutions of higher education within NECTEC and CRTPN. This collaboration had been in place for several years prior to the change in coursework for the preliminary Education Specialist credential. Currently, no SCSOS partner university offers the Education Specialist Clear Induction credential route and most university partners ended their Level II Education Specialist programs within months of the new credential reform. It was because of the IHE's quick decision to end the Level II Program that the Tri-County BTSA Induction Program was one of the first programs in the state to write and be approved to offer the Education Specialist Clear Induction program.

Following the 2010 approval of the Education Specialist program, the Induction program created two options for completion of the induction program for Level I candidates:

1. **The Transition Plan + Former BTSA Experience**

The Transition Plan system is for candidates who must clear their Level I credential. The Level I candidates include both candidates currently enrolled in the program and candidates who had recently completed the BTSA Induction Program (within the past five years). The plan includes the formative assessment system, the NECTEC LAS–ES, a match with a support provider who holds a like credential, and a Transition Plan that includes evidence from the standards associated with the Level II credential that Level II requirements have been completed.

2. **The Transition Plan + Current BTSA Experience**

The Transition Plan system was also put into place for current holders of Level I credentials in the induction program. These candidates continue to complete their induction program while simultaneously completing the evidence needed to demonstrate Level II coursework completion.

In addition to the options listed above and completion of general induction program requirements, Education Specialist candidates may also apply for the Early Completion Option (ECO) if they meet ECO requirements. The SCSOS induction program currently serves only Mild/Moderate and Moderate/Severe credential holders.

As the first preliminary Education Specialist credential holders begin to graduate from local universities, SCSOS is equipped to offer a clear credential that meets the needs of the preliminary credential candidate and will eliminate the Transition Plan and individual consultation sessions that are currently provided for Level I candidates.

Prior to 2011-2012 the program offered an Education Specialist cohort in which all Education Specialists credential holders participated. Data collected in spring 2011 revealed that participating teachers who hold the Mild/Moderate preliminary credential felt that it would be more beneficial to work and collaborate with their general education counterparts during every seminar. Holders of the Moderate/Severe authorization (low incidence caseloads) felt they needed more guided, specific conversations during seminars.

Based on feedback from Education Specialist candidates the program provided two options for seminar requirements during 2011-2012:

1. Candidates may attend the monthly seminars with their cohort group; or
2. Candidates may attend a professional learning community (PLC) focused on low incidence case load assignments.

The induction program will continue to offer a Moderate/Severe PLC cohort during 2012-2013 and the program plans to add a Mild/Moderate PLC cohort for Education Specialists who want to explore more caseload discussions.

Like the General Education induction program, throughout the two-year Education Specialist induction program, candidate progress toward the clear credential is monitored through attendance at monthly seminars, meetings, and completion of program requirements. The Education Specialist candidate's completion record is available electronically on PD Express.

Course of Study

The Education Specialist Trainer's Team includes an Education Specialist/support provider/former participating teacher. This trainer's expertise and background in serving students with special needs and working with beginning teachers provides insight as program feedback is collected and analyzed and decisions are made about improvements in the Education Specialist program. Additional expertise is provided by a SCSOS Behavior Analyst who presents seminars for the program.

Education Specialist participating teachers are matched with a support provider who holds a like credential. Support providers are selected by criteria and minimum qualifications established by the induction program at the district and program level. Support providers are monitored for effectiveness and only those who are successful in their role are retained.

Support providers spend an average of 35 hours over the course of each year to provide one-on-one support to their participating teachers. Support providers also attend seven seminars, a total

of 17 hours, with their participating teacher to gain skills in NECTEC LAS–ES and to be able to collaborate with general education teachers. Support providers are required to complete three days of training prior to working with their participating teacher, a mid-year training and a required Action Research project. Support provider training provides knowledge in coaching techniques, observing, supporting the development of lesson plans and student work analysis.

As with the General Education program, seminars provide an opportunity to monitor Education Specialist participating teacher progress and provide feedback for professional development. Seminars provide time to review inquiry samples and expectations and provide time for support providers and participating teachers to work through various inquiry processes, ensuring all candidates understand program expectations for completion of the induction program.

Candidate Competence

SCSOS uses the NECTEC LAS-ES formative assessment system for Education Specialists. This formative assessment system was created in conjunction with three regional BTSA Induction Program and Education Specialists from the region. Each process in the General Education formative assessment system was reviewed and tailored to the unique setting of an education specialist.

As with the General Education assessment instrument, NECTEC LAS-ES offers support and provides an in-depth, systematic learning experience for Education Specialist participating teachers including development, demonstration and reflection upon their teaching practice in relation to the academic content standards, the CSTPs and Induction Standards 5 (Pedagogy) and 6 (Universal Access) and supporting their ongoing professional growth based on the case management experiences for an education specialist. Education Specialist participating teachers begin by collecting data on their context of teaching, realizing the importance of knowing not only their students but also school and community settings. The first inquiry is Case Management where participating teachers focus on one identified student within the case management system utilizing the triennial process and reviewing their IEP to identify next steps and resources. NECTEC LAS-ES uses multiple measures for assessing teacher performance, including a modified Student Work Analysis (SWA), and identifying areas for focused growth. It also provides new Education Specialist teachers with support in understanding the purpose and process of setting professional growth goals.

The support provider uses NECTEC LAS-ES as a tool to inform and guide participating teachers in assessing their growing skills and abilities as professional educators based on evidence and over time. Student work, instructional plans, and reflective conversations are part of the multiple sources of evidence collected through the assessment process. Professional decisions related to teaching and continuing professional development are documented in a formal, written Individual Induction Plan (IIP) and during the completion of two (2) Inquiry Portfolios over the course of the two-year induction period. It should be noted that the portfolio review process for Education Specialist is the same process as described for General Education participating teachers.

Level I Education Specialists must also complete the Transition Plan which includes collection of evidence in the subject specialty area of their credential (e.g., Mild/Moderate or Moderate/Severe). The standards from the Level II coursework are used to demonstrate, in collaboration with NECTEC LAS–ES, candidate competence. The Transition Plan is completed

concurrently with the candidate's induction experience and turned in at the end of the second year of the induction program. The Transition Plan is a required program component that Level I Education Specialist credential holders must complete prior to eligibility for the clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with institutional leadership, unit leadership, candidates, completers, faculty, employers, and support providers, the team determined that all program standards are fully met for the Education Specialist Clear Induction Program.

Designated Subjects: Career/Technical Education Clear Program

Program Design

Prior to 2010, the tri-county region had been part of the Butte County Office of Education (BCOE) Designated Subjects (DS) consortium. DS candidates, through the BCOE Program, attended two weeks of summer institute training and then began their teaching assignment in their respective districts. Since 1999, the Tri-County Induction Program had always matched the DS beginning teacher with a support provider and DS teachers worked through the formative assessment system as a support program for their growth in implementing and building on what they had learned during the two week institute. The challenge was that the DS candidate who was hired after the two week summer institute, although they had the support of BTSA and a support provider, had to wait up to 11 months for the next summer institute and professional development in industry standards and protocol. Although annual program enrollment had been as few as three or four candidates per year, the program's stakeholder group felt there might be a better way to support CTE beginning teachers. In 2010, the Tri-County BTSA Induction Program Advisory Committee and the Superintendent of Sutter County Schools believed CTE program could and should be offered locally for SCSOS constituents.

In April 2010, the Tri-County BTSA Induction Program was approved to offer the Clear Career/Technical Education (CTE) credential. At that time the program began a collaborative partnership with the Colton-Redlands Yucaipa Regional Occupation Program (CRY-ROP) to facilitate the principles and orientation components necessary for the CTE participating teacher. CTE Teach is an on-line platform offering modules of preparation (Early Orientation) for CTE participating teachers beginning their clear credentialing program. CRY-ROP delivered a professional development seminar for all CTE support providers (mentors) in order to "certify" their experience and readiness to support CTE participating teachers. All Tri-County BTSA Induction Program CTE support providers attended this training in October 2011 and were certified by CRY-ROP. This training was in addition to the three days of required training in mentoring, coaching, observation skills, lesson planning, and analysis of data for all support providers in the Tri-County BTSA Induction Program offered in summer 2011.

Throughout the process, CTE candidates' progress toward the clear credential is monitored through attendance at monthly seminars, the formative assessment process, and completion of program requirements. CTE candidate completion records are available electronically on PD Express.

Course of Study

The Tri-County BTSA Induction Program monitors the completion of the 135 advanced preparation hours for the CTE through the BTSA Induction process. CTE participating teachers complete two years of formative assessment coursework, attend monthly seminars, and meet weekly with a support provider from their respective industry standard area. The total number of hours a CTE induction program candidate must complete is 180 hours over the course of two years. With the addition of CTE Teach, CTE participating teachers completes well over 190 hours of professional development and advanced coursework to deepen their practice and fulfill the clear credential requirements.

Since program approval, several areas of support had been implemented as the CTE induction program moved into its first full year of implementation (2011/2012). Some of the activities that were accomplished in fall 2011 include:

1. CTE Teach Pilot Site Grant
The Tri-County BTSA Induction Program wrote and was approved for a one year CTE Teach Pilot Site Grant (July 1, 2011–June 30, 2012). This grant provided funds to hire an ROP coordinator to serve additional days to support the preliminary implementation of the CTE credential program. It also provided funds for additional meeting times and training for CTE support providers.
2. CTE support providers were selected through the consortium (rather than site-based). This allows like credentialing matches to occur and utilizes the regional ROP to find the best credential-type and industry sector matches. This also allows the program to monitor and retain only the most qualified and successful CTE support providers on a year-to-year basis. The requirement for the support provider-participating teacher credential match will be included in the 2012/2013 Memorandum of Understanding.
3. NECTEC LAS–CTE Edition
Work on the formative assessment system (NECTEC LAS–CTE edition) has begun and was concluded in spring 2012 (see next section). A preliminary meeting with CTE staff developed a plan for incorporating CTE standards in the induction program.
4. Monthly meetings and site visits occur and are funded by CTE Teach grant funding and the hiring of the CTE coordinator in the role of CTE support provider/coordinator. CTE support providers are responsive to program requests for feedback and are gaining a deeper understanding of the induction program.
5. Data Reporting
Mid-year surveys, Seminar Feedback forms (in addition to the BTSA state-wide survey) are collected by the program so that data can be disaggregated by credential program. These data have proven valuable for program improvements, biennial reporting, and 2012/2013 planning and refining the induction system for CTE teachers.

In 2012/2013 the program will begin a CTE cohort in lieu of the monthly seminar for Year One and Year Two CTE participating teachers. This cohort will loop for two years with content relative to the industry standard language and advanced coursework appropriate to a CTE teacher's industry sector credential (as well as general induction requirements). The two year curriculum will be led by the Tri-County Regional and Occupational (ROP) coordinator. The coordinator's background as a CTE teacher with a DS credential holder will ensure that CTE participating teachers and support providers have on-going differentiated curriculum that meets

their needs. This cohort will also advocate for life-long learning skills and relevant industry pedagogy. Additionally, the ROP coordinator will connect CTE participating teachers and support providers with business partners to ensure collaboration and marketable skills are part of the CTE participating teacher's induction program.

All CTE candidates complete a formative assessment. The formative assessment system, Northeastern California Teacher Education Collaborative Local Assessment System–Career/Technical Education (NECTEC LAS-CTE), was completed in March 2012. NECTEC LAS-CTE will ensure that industry standard language and advanced coursework is embedded in the inquiry process for each CTE participating teacher.

The ROP coordinator has been an integral part of the program's first year of program implementation, assisting the program in the support and matching of support providers with participating teachers as well as site visits and regular check ins. The coordinator's time was supported by the CTE Teach Pilot Site grant. This grant allowed the coordinator's time to be purchased to ensure that the rollout of the Tri-County BTSA Induction Program for CTE candidates was as smooth and seamless as possible.

SCSOS has one credential analyst who is the sole authorized credential analyst in the tri-county region to apply for clear CTE credentials. The collaborative between the three counties (Colusa, Sutter and Yuba) extends into many areas including substitute training and professional training and professional development.

Candidate Competence

The formative assessment system, NECTEC LAS-CTE, is aligned with the California Standards for the Teaching Profession (CSTP), the Induction Standards for Career/Technical Education, and the P-12 academic content standards, curriculum frameworks, and performance level assessments for students. NECTEC LAS-CTE also incorporates the CTE industry standards required for the CTE teacher. NECTEC LAS-CTE uses multiple measures for assessing teacher performance over time, reflecting on teacher practice, applying core academic content, teaching skills, and relevant subject matter pedagogy. Inquiry cycles within NECTEC LAS-CTE build upon the knowledge of the CTE teacher and move the teacher into application, demonstration, and reflection on actual classroom practice. Learning how to differentiate instruction to meet individual and diverse learning needs is a critical element for ensuring academic success for all students. CTE support providers and participating teachers work together to develop lessons, identify three focus students' strengths and areas of need (including an English learner, special populations, and teacher choice), create units that are consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of all students. Participating teachers select one core academic content area/industry standard area as a professional growth focus each year. This focus enables participating teachers to conduct an in-depth inquiry into the content standards for that one subject area while they develop, demonstrate and reflect upon their teaching practice in relation to both the content standards and CSTP and CTE Induction Standards.

The participating teacher's focus is based on the CSTP, Induction Standards, Industry Standards, state curriculum frameworks and instructional materials, and state-adopted student content and performance standards. The support provider uses NECTEC LAS-CTE as a tool in order to inform and guide participating teachers in assessing their growing skills and abilities as

professional educators based on evidence and over time. Student work, instructional plans, and reflective conversations are part of the multiple sources of evidence collected. Professional decisions related to teaching and continuing professional development are documented in a formal, written Individual Induction Plan (IIP) and during the completion of two (2) Inquiry Portfolios.

The CTE participating teacher portfolio process is the same as that described in the General Education induction program summary.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with institutional leadership, unit leadership, candidates, completers, faculty, employers, and support providers, the team determined that all program standards are fully met for the Career/Technology Education Clear Credential Program.