

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Fresno County Superintendent of Schools	Program	TEACHER INDUCTION
Date of Review	December 20, 2023		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1, 2,3,4
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential.	<p>The program utilizes a variety of methods throughout the year to assess candidate progress towards mastery of the CSTPs:</p> <p>Fall Semester ILP: The focus of the teacher’s ILP is grounded in the CSTP element(s) that they have determined to be their highest professional need. Alongside their coach, the teacher chooses the research they can engage in to learn about and grow in this focus area. Throughout the ILP cycle, the teacher is noting what they are learning from the research and their progress and results from implementing their learnings into their instructional practice. At the end of the ILP cycle, teachers summarize their learnings and insights from the semester, and provide specific evidence regarding their growth in the focus area and designated CSTP element(s)</p> <p>Spring Semester ILP (Focus of Practice): The focus of the teacher’s ILP for the Spring Semester, the Focus of Practice, is grounded in the CSTP element(s) that they have determined to be their highest</p>

professional need at that point in the school year. Alongside their coach, the teacher plans the actions they want to implement in their instructional environment to positively impact their focus area. Each week throughout the Focus of Practice cycle, the teacher uses a reflective journal to note their learnings and insights from the actions they implemented in their instructional practice along with next steps for the upcoming week. At the end of the Focus of Practice cycle, teachers summarize their learnings and insights and provides specific evidence regarding their growth in their focus area and designated CSTP element(s). In addition, they engage in a culminating debrief of learning where they share their Focus of Practice insights, development, and future plans with a credentialed peer on site or their administrator (The teacher chooses who to share with.).

Observation by Coach: Teachers are observed by their coach around an area of their practice they want their coach to collect data on. This focus is also grounded in a specific CSTP element(s).

Monthly Log CSTP Reflection: Each month, coaches engage their teachers in the Monthly CSTP Reflection, where they ask teachers the following questions: *1) Which CSTP element have you grown in? What led to that growth? 2) Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element?* We train our coaches to use both the [CSTP Reflection Protocol](#) and the [Continuum of Teaching Practice](#) booklet as they lead this conversation. In addition to these resources, the coaches are also instructed on how to guide this monthly CSTP conversation in that the CSTP growth area (1) and the CSTP future growth area (2) might connect very naturally to their weekly conversations around “Strengths or Current Celebrations”, “Current Focus or Challenges”, “Discussion of goals related to ILP/Focus of Practice”, or “Discussion of other long term/short term goals”. Lastly, we train our coaches that the CSTP elements they identify may be the same for a couple months, but from month to month, there should still be a measure of growth even if the CSTPs are the same. If the teacher continues to focus on the same CSTP elements, the coach should use their coaching skills to help the teacher identify new CSTP element(s) of growth and CSTP element(s) they

want to focus on. If the coach feels the teacher is “stuck”, they know to reach out to the Induction team for guidance.

Induction Reviewers: The role of the reviewer is to provide coaching feedback to teachers and coaches on their program submissions, verifying evidence of teacher growth and promoting the reflectiveness of the teacher. As it relates to mastery of the CSTP, the reviewer is monitoring their caseload of designated teachers and coaches throughout the year to ensure that teachers are growing and their designated CSTP elements of focus are varying on their program submissions (Fall ILP, Spring ILP, Observation, Monthly CSTP Reflections). If the Reviewer notices that the teacher is focusing on the same CSTP element(s) and not showing growth in other areas, they reach out to the designated Induction team member, who will look more closely at teacher submissions and then schedule a meeting with the teacher and coach, if deemed necessary. Reviewers are reviewing program submissions from the same caseload of teachers and coaches throughout the year, so they are instructed to look for evidence of growth or evidence of lack of growth, which would then warrant future support from the Induction staff.

Designated Induction Team Members: In addition to each teacher having a designated Reviewer who will be monitoring their progress and learning throughout the year, each school site is connected with a designated team member who is monitoring their overall growth throughout the year. This team member ensures that the teacher is demonstrating growth throughout the year, so at the end of their Induction program, the program can verify they demonstrated mastery across the CSTP.

Lastly, we do have a **Mid-Year survey** and **End of Year Survey (Year 1 and Year 2/ECO)**, that captures data for our team on how they are being supported in the CSTP elements. This data doesn't show us how teachers have grown in these standards like our program submissions do throughout the year, but it does capture important information for our team regarding how our teachers are being supported across the CSTP.

Standard 6: Program Responsibilities for Assuring Quality of Program Services	Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.	The current Advice and Assistance document was updated to reflect clear procedures in place for reassignment of mentors. The language to request a new induction coach was currently only in the Roles and Responsibilities document which is signed by participating teachers at the start of the school year. The updated language is now included on the Advice and Assistance handout and is also clearly located on the induction page website . This document and the different processes are discussed at the first meeting of the year with participants. Induction staff will outline and verbally discuss this process for mentor reassignment during that meeting as well.
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