Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	Hanford Elementary District	Program	TEACHER INDUCTION
Date of Review	12/4/19		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (less than 75 words) is allowable but response <u>must</u> 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	

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Purpose	Since only one mentor has expertise in special education and there are no mentors with single subjects' expertise, the program needs to provide more evidence about how "a robust mentoring system" can be implemented for ed specialist and single subjects candidates. It is noted when there is Ed. Specialist support, but there should be a note for the single subject support as well. (Band, PE) The program overview states, "Mentors are experienced teachers who have taught at least three years and have a clear multiple or	The HESD Induction program offers a robust mentoring system that begins with building a trusting relationship between the mentor and mentee. The program pacing guide allows time for the mentor to get to know/develop a connection with their mentee. During the face to face meeting time, mentors have their candidate share reflections from their learning. The mentor shares thoughts and inputs from their vast experience, which provides mentees a sense of direction and clarity in moving towards meeting their professional growth goals. The program values the vast talent offered by exceptional veteran teachers within the district. It is for that reason; the induction program created the role of Subject Matter Partners

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	single subject credential." There is no mention of special education expertise, even though special education candidates do participate in the induction program. As the mentor plays a key role for the candidate during induction, having expertise and experience in the credential area is critical. The program does state that, "If there are no Mentors available who hold the same or equivalent credential special education authorization, the Candidate is paired with a HESD Induction Mentor and also assigned an Education Specialist holding the same or equivalent credential authorization" but it seems that more than 1 mentor with special education credentials and experience should be available so all candidates in all credential areas have the opportunity to be mentored by someone in their area of expertise. The same holds true for single subjects candidates as there are no mentors with expertise in this area. This is based on information provided by the program about the expertise of their mentors. However, in a table in 5. Job-embedded fieldwork and clinical practice, the program indicates that there were 3 single subject and 3 ed specialist intern candidates over the 2 years of the program.	(SMP) to provide a healthy resource and model of content specific support to the Education Specialist and Single Subject candidates enrolled in the induction program. The SMP are exceptional veteran full time classroom teachers paired with a HESD Induction candidate who holds the same or equivalent preliminary credential authorization. SMPs meet with their candidates before school, during lunch or after school. In addition, the induction mentors are assigned to these candidates to provide induction specific support. The SMP and induction mentor play an essential role in providing instructional coaching that improves instruction and outcomes related to both student learning and well-being. Once a candidate's goal has been set, coaches help to identify a strategy the candidate will implement to meet his or her goal. Modeling is one-way coaches help candidates get ready to implement strategies. Offering encouragement to teachers is another way coach's show their support to help the candidate not give up on the strategy. Following this the coach and candidate discuss progress being made toward their goal, and the effectiveness of the teaching strategy on student learning. Contact logs are completed monthly which detail the support given to candidate. All candidates provide feedback to Induction Mentors and Subject Matter Partners on a quarterly basis. Other feedback is received from mid-year and end-of-year program surveys given to candidates. Program leadership reviews and discuss this data with the mentors. Candidates also receive support through the New Teacher Networks which are professional learning opportunities. Candidates can personalize their learning by selecting New Teacher Network sessions that best meet their professional growth goals and Individualized Learning Plan goals. The New Teacher Networks are facilitated by the Director of Curriculum

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		and Instruction, Induction Mentors and other district specialized personnel. These networks, along with ongoing Induction activities, are designed to provide teachers with opportunities to reflect on their teaching relative to the Induction Standards using the *California Standards for the Teaching Profession* as the model of effective practice. **Subject Matter roles/responsibilities and qualifying criteria** **Candidate Mentor Pairing Policy** **Quarterly Candidate Feedback survey 10-2-20** **Quarterly Candidate Feedback survey 11-30-20** **Mentor, Subject Matter Partner and Professional Development Provider Information/Resumes** **New Teacher Networks Calendar of Events 2020-2021**
Standard 2: Components of the Mentoring Design	Provide clarification regarding how the development of the ILP is "guided by the Preliminary Program Transition Plan." The transition plan is mentioned in the candidate's letter of commitment, but it is unclear how it is utilized in development of the ILP.	The Transition Plan or Individual Development Plan (IDP) is part of a conversation between the candidate, and the mentor to develop the context of a candidate's needs. Within the first 30 days of the school, time is given for the candidate and mentor to review and discuss the transition or individual development plan, and the results of the CSTP self-assessment which guides them towards a possible starting point, based on candidate's current needs. From there the candidate, and mentor work together to develop professional growth goals which are then shared with the site administrator who helps to identify the best approach to their support throughout the year.
	Provide clarification regarding when candidates have opportunities with mentors for "longer term analysis of teaching	For "longer term analysis of teaching practice" candidates have weekly discussions with mentors who have a deep understanding of the candidate's strengths and concerns. Mentors are skilled at

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	practice", modeling or feedback on classroom instruction as well as "connecting candidates with available resources to support their professional growth."	fostering trust and building relationships that are likely to lead to learning. They have a deep knowledge of instructional practices that enable them to offer more options to candidates to meet student needs. Coaches offer lesson demonstration/modeling, sometimes more than one version of modeling is used (co-teach, demonstrate the strategy or go to another teachers' classroom to see how another teacher implements the strategy.)

Connecting candidates with available resources to support their growth is ongoing throughout the year. During the triad meetings that are held twice a year to discuss the candidate's ILP goals with candidate, mentor and site principal, the team documents the resources on the collaborative meeting log. Another way the program connects candidates with available resources is through learning lab visits. The lab visit offers candidates an opportunity to learn from highly effective instructional coaches in the district. Members involved in the lab visit include the mentor, instructional coach, and induction candidates. This model offers very explicit support (including lesson planning, lesson demonstration, in-the-moment questions during the lesson, followed with debriefing after the lesson.) All members meet prior to lesson demonstration, candidates bring student assessment data, participate in explicit lesson planning with mentor and instructional coach, and meet after lesson demonstration to debrief/ exchange ideas and discuss the application of new learning back in the classroom.

If no Mentors are available who hold the same or equivalent credential special education authorization or single subject, the Candidate is paired with a HESD Induction Mentor and assigned a Subject Matter Partner, holding the same or equivalent credential authorization. (Special Education, Band, PE). The induction mentor is responsible for supporting all candidates |

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		with induction requirements and activities whereas the subject matter partners are responsible for providing the content specific support in their area of expertise.
	In the Candidate/Mentoring Pairing Policy section of the handbook, there is no mention of how your program will attend to a candidate with a single subject credential – the program only addresses when there is a deficit for the Ed. Specialist credential. Provide clarification/evidence.	A Subject Matter Partner is a veteran teacher who has three or more years of successful teaching experience, possesses a clear single subject teaching or education specialist credential, has vast knowledge of the context and content area of the candidate's teaching assignment and has the ability, willingness, and flexibility to meet the candidate's needs for support.

Responsibilities of the Subject Matter Partner can be viewed in the Subject Matter Partner role/responsibilities link below.

Collaborative meeting with Site Administrator

Coach/Candidate Learning Lab

Contact Log 2020-2021

Candidate/Mentor Pairing Policy

Subject Matter roles/responsibilities and qualifying criteria |
| **Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System** | Provide clarification regarding how the ILP includes information about how candidate goals are defined and measured. The form does have a spot for how the candidate will measure goals for student learning/outcomes, but not how the candidate's goals will be measured. | The ILP includes information regarding the candidate's professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate. The measurable outcomes for the candidate are in box #3 on the ILP.
Candidates will engage in a reflective conversation with the mentor to discuss strengths and areas for development. Candidates will use a transition plan/bridging document/or individual development plan, the results of the CSTP Self-Assessment and the Continuum of Teaching Practice to develop professional growth goal(s). |

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Individualized Learning Plan with revision made to show measurable outcomes (see Candidate Profile)
Standard 4: Qualifications, Selection and Training of Mentors	From the information provided on the "Personnel Table Mentor and Professional Development Provider Information/Resumes," only one mentor appears to have experience and a credential in special education while no mentors hold a single subject credential: Eight hold clear multiple subjects, one a PPS, and one who holds both a clear multiple subject and clear ed specialist credential. There is a concern that there is insufficient special education and single subject expertise amongst the mentors to provide knowledgeable support for ed specialist and single subjects interns as they develop their ILPs. This does not appear to meet the "knowledge of the context and the content area of the candidate's teaching assignment" aspect of standard 4. Provide further evidence.	As the mentor plays a key role for the candidate during induction, having expertise and experience in the credential area is critical. More than 1 mentor with special education and single subject credentials and experience is available so all candidates in all credential areas can be mentored by someone in their area of expertise. Subject Matter Partners with special education and single subject credentials are assigned to induction candidates with like credentials. **Multiple Subject/Single Subject Assignments** **Subject Matter roles/responsibilities and qualifying criteria** **Mentor, Subject Matter Partner and Professional Development Provider Information/Resumes**
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Provide an example of a portfolio or a portfolio template. The portfolio checklist documents are a skeleton outline and do not provide detailed information about the contents of a candidate's portfolio.	**HESD Induction Portal page with access to teacher Portfolios**
Standard 6: Program Responsibilities for Assuring Quality of Program Services	The survey from candidates about their mentors in the program I5.4 Candidate Feedback on Mentor: Survey) was for	All induction candidates including Education Specialists participate in responding to program surveys. In collaboration with the Sinclair Research Group, who creates our data reports,

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	general education only. Provide evidence that ed specialist candidates are included.	we revised the demographic data to specifically show who responded to the survey. **Demographic data**