

**Report of Findings**  
**Commission on Teacher Credentialing Feedback**  
**Initial Program Review**

**Teacher Induction Program Standards**

Institution	Yuba City Unified School District
Date of initial review	10/5/20
Subsequent dates of review	12/10/20
Date Program Standards Aligned	1/28/21

Status	Standard
Aligned	<p>1: Program Purpose</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>
<p>More Information Needed</p> <p>Aligned</p>	<p>2: Components of the Mentoring Design</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <p>More information is needed on how the ILP will be developed if a Preliminary Program Individual Development Plan is not provided.</p> <p>How does the ILP clearly identify and address all of the candidate competencies, particularly in the action plan and reflection portions of the document?</p> <p>How does the program capture the guided reflective conversations around the analysis of teaching practice and enduring professional skills, and record the work of the mentor?</p>

Status	Standard
<p>More information needed</p> <p>Aligned</p>	<p>3: Designing and Implementing Individual Learning Plans within the Mentoring System</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <p>More detailed information is needed on the planned opportunities to reflect on progress and modify the ILP as needed, and the role of ongoing feedback from program leadership.</p> <p>Although candidates set goals on the ILP, there is no information about measurable outcomes.</p> <p>More information is needed about how the mentoring process supports the development of, and reflection on, the ILP.</p> <p>More information is needed about how the ILP will identify professional learning and support opportunities and implement new learning.</p> <p>More information is needed in how the program will assure the availability of resources necessary to accomplish the ILP.</p> <p>Information is needed about how the program will assist candidates in connecting with and become part of the larger professional learning community beyond grade level team and connecting with new “colleagues, site administrators and district leaders.”</p> <p>Information is needed on how the program is going to support candidates in the analysis of student work and other data to inform teaching and planning.</p> <p>More information is needed about how Induction specific professional learning is identified and made available to support the candidates’ goals.</p> <p>Information is needed on how the mentoring process supports each candidate’s consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction.</p>

Status	Standard
<p>More information needed</p> <p>Aligned</p>	<p>4: Qualifications, Selection and Training of Mentors</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <p>Information is need on how the mentor will provide evidence of their support for the candidate in:</p> <ul style="list-style-type: none"> <li>• Providing “just in time” support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills</li> <li>• Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction, and how that is recorded by the program</li> <li>• Connecting candidates with available resources to support their professional growth and accomplishment of the ILP</li> <li>• Periodically reviewing the ILP with candidates and making adjustments as needed</li> </ul>
<p>More information needed</p> <p>Aligned</p>	<p>5: Determining Candidate Competence for the Clear Credential Recommendation</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <p>More information is needed on how the following will be documented and confirmed by program leadership:</p> <ul style="list-style-type: none"> <li>• Candidates will self-assess on the Continuum of Teaching Practice at the beginning of year 1 of the program, at the beginning of year 2 of the program, and at the end of year 2 of the program.</li> <li>• How growth in the CSTPs are captured</li> <li>• Evidence of progress toward meeting ILP goals</li> </ul> <p>More information and clarification is needed on who assesses the evidence for candidate’s successful completion of activities outlined in the ILP throughout the program, as well as what the mid-year review, end of year reflection, and feedback entails.</p> <p>More detailed information is needed on how the program will verify the satisfactory completion of all program activities.</p> <p>Move evidence is needed on how the program records candidate’s successful completion of the program and how the program gives feedback to candidates about progress in completing the program.</p>

Status	Standard
<p>More information needed</p> <p>Aligned</p>	<p>6: Program Responsibilities for Assuring Quality of Program Services <b>Questions, Comments, Additional Information Needed:</b></p> <p>More evidence is needed about the site administrator orientation and agreement.</p> <p>More information is needed about how the formative feedback for the mentors is documented and shared with mentors.</p> <p>How is the program going to ensure that the survey results from candidates remains confidential when sharing the information with mentors?</p>