

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

Institution	Oak Grove School District	Program	TEACHER INDUCTION
Date of Review	December 2022		

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
--	---

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Components of the Mentoring Design	Please provide evidence for how the Induction program's mentoring design is based on a sound rationale informed by theory and research (e.g. agendas, slide decks, training materials that were developed using the resources noted). Please provide additional evidence on how the program's design features both individually and as a whole contributes to the candidate's future retention in the profession (e.g. blank surveys, survey data, retention data, completion data.)	OGSD strongly believes that teachers who engage in a results-oriented cycle of inquiry-link process will become strong, reflective practitioners who continuously seek opportunities for growth. Working with Partners in School Innovation-link for two decades, it has become clear that when teachers are empowered to select their own cycles of inquiry, there's more reflection on the results, which helps teachers grow. Partners' Framework is here - link. We train our mentors on a model that is personalized and data-driven, leveraging reflective questions to empower teachers to internalize this reflective habit of mind. To align our vision with our training, we focused on Elena Aguilar's Chapter on Facilitative Coaching Conversations from her book <u>The Art of Coaching</u> during the 21-22 school year. We also focused on creating a safe space and trusting environment through the Mentor as Growth Agent chapter from <u>Mentoring Matters</u> by Laura Lipton and Bruce Wellman during the 22-23 school year. Training Materials for Mentors (21-22) Mentors received training on how to support TPA as a result of coming out of the pandemic, when the TPA requirement was moved from the credential program to Induction. How Mentors Can Support TPA (slides 4-10) - link Coach-Mentors also received some professional development on the Art of Coaching. Introduction to theory: The Art of Coaching (slide 10) - link Possible Chapters to Discuss this Year (slide 6) - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Coach-Mentors also received some professional development on facilitative coaching conversations. Discussion on Facilitative Coaching Conversations (slides 3-6) - link Training Materials for Mentors (22-23) Coach-Mentors and Teacher-Mentors received training on Mentoring Moves. Mentoring Matters: Mentor Moves (slide 7) - link Coach-Mentors also worked on their Coaching Vision with Partners. Coaching Vision - link Coaching Vision Examples - link Teacher-Mentors received professional development on giving qualitative feedback. Most of our collaboration time with mentors is problem-solving issues that arise. For example, see Giving Qualitative Feedback (slides 13-15) - link Training Materials for Mentors (23-24) The 23-24 school year began with a strong focus on equity. All Induction mentors (both Coach-Mentors and Teacher-Mentors) took an equity survey; an article was read; and discussions were developed with next steps based on their collaboration with partners. August 2023 Mentor Meeting regarding equity, see slides 25-27 - link September Mentor Meeting regarding equity, see slides 19-20 - link October Mentor Meeting regarding equity, see slides 7-12 - link December Mentor Meeting regarding equity, see slides 11-12 - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Mentor Reflection Jamboard from October 30, 2023 - link Teacher Retention OGSD has a high number of teachers who stay in OGSD. Of the teachers who leave the district, most of them share that they are moving out of the area completely. Retention of Teachers in Induction - link (anecdotal) OGSD Teacher Retention Data - link (from Sinclair 19-20 to 22-23) For Commission's ADS-not enough completers to meet the threshold
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	It is unclear how the program ensures dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. It is unclear how the mentor encourages and assists candidates to connect with and become part of the larger professional learning community within the profession. Please provide evidence (e.g. samples of completed logs, training materials, completed ILP examples.)	It is communicated to all principals, mentors, and Induction teachers in multiple locations that mentors must provide at least 1 hour of support weekly. 22-23 School Year Email to Principals, Mentors, Teachers on August 5, 2022 - link see highlights on this doc - link August 2022 Mentor Slides - link see slide 11 that says mentors must provide 1 hour of weekly support August 2022 Induction Teacher Slides - link see slide 8 that says mentors must provide 1 hour of weekly support 1 hour of support required weekly stated in 22-23 program guide - link p.12, p. 32, circled in red Induction Pairings 22-23 (Addendum 1, Standard 3) - link Please see page 2 under <i>Mentor Requirements</i>. This was linked in the email to principals above. 23-24 School Year Email to Principals, Mentors, Teachers on August 17, 2023 - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		August 2023 Mentor Meeting regarding 1 hour of weekly support, see slide 5 - link August 2023 Induction Teacher Slides regarding 1 hour of weekly support, see slide 15 - link 5-min recording sent to Principals, September 2023 - link view at 4 min 7 seconds September 2023 slides for Principals - link see slides 7, 10, 13-16 October 2023 Email to Principals - notifying about ILP, sub release Email to Principals reminding them that Induction teachers reflect with their mentors at least 30 minutes per week - link Teachers receive an average of at least one hour of support weekly from their mentors. Data from Sinclair Surveys Data: One Hour Per Week of Support - link: See Data from Sinclair surveys that show teachers are receiving an hour per week of support. Sample Logs noting a minimum of 1 hour per week of support weekly 20-21 May 2021 Mentor Log SSF - link 21-22 November 2021 Mentor Log BC - link January 2022 Mentor Log BC - link 22-23 October 2022 Mentor Log MA - link Feb 2023 Mentor Log MF - link 23-24 Sampling of September 2023 Mentor Logs - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Induction teachers are released to observe veteran teachers. Due to COVID, this was difficult. However, in 22-23 we were able to bring this back with the use of our roving subs. <u>Evidence of Veteran Observations from 22-23 - link:</u> Induction teachers are expected to observe veteran teachers, teachers at their grade level, or others whom the mentor recommends at least twice a year. Beginning in the 23-24 school year, the observations will be linked to the ILP. Please note these ILPs are blank templates and are not due until December 22, 2023. <u>ILP for CSTP 1 for 23-24 (see purple section where veteran observation notes are located) - link</u> <u>ILP for CSTP 2 for 23-24 - link</u> <u>ILP for CSTP 3 for 23-24 - link</u> <u>ILP for CSTP 4 for 23-24 - link</u> <u>ILP for CSTP 5 for 23-24 - link</u> <u>ILP for CSTP 6 for 23-24 - link</u> Professional Networks Mentors discuss with their teachers what professional networks they find themselves in. While this comes up naturally in conversation, we asked mentors to record this on their May 2023 logs. See samples below. <u>May 2023 Logs MF redacted - link</u> see last 2 pages <u>May 2023 Mentor Logs KS-redacted - link</u> see bottom of page 1 <u>May 2023 Mentor Logs LM_redacted - link</u> see page 2 <u>May 2023 Mentor Logs SG redacted - link</u> see page 1

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 4: Qualifications, Selection and Training of Mentors	Please provide more information about how the Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design (e.g. Pairing Sheet with specific rationale for pairing; Mentor resume, emails, surveys). Please provide additional information on how the program provides ongoing training and support for mentors related to elements identified in Program Standard 4 (e.g. artifacts related to mentor training presentations/agendas).	Mentors are paired carefully with their Induction teachers. Conversations with the Induction Coordinator are held between the Coordinator of English Learners, Principals, and the Coordinator of Special Education to ensure that Induction teachers are matched with a TOSA or full-time teacher who is experienced in their context. All mentors are verified by their supervisor / principal to ensure they are highly qualified. Every Spring, HR creates a confidential staffing board with names of new hires, grade levels . subject areas, and the site. As soon as a new hire is noted to need Induction, the Credential Analyst initiates a conversation with the Induction Coordinator, SpEd Coordinator, and Coordinator of ELs (TOSAs) to help determine a mentors. Some of our TOSAs are ELTPs (English Learner Teacher Partners) who are managed by the EL Coordinator. The team reaches out to principals for collaboration and input. Credential Analyst and Coordinators collaborate on Teacher-Mentor Matches with Principal Input 22-23 Teacher-Mentor Pairings - link 22-23 Induction Pairings Email with instructions - link 22-23 Pairing email to principals - link 23-24 Running Agenda for Mentor-Teacher Pairing Meetings - link 23-24 List of Induction Teachers & Mentors - link 23-24 Credential Matches - link 23-24 Email to Principals, Mentors, Teachers on August 17, 2023 - link Resumes and Applications

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		After principals and Induction Coordinator collaborate to find a mentor suited for a particular Induction teacher, the mentors are asked to submit an official application. 22-23 22-23 Mentor Application KM - link 22-23 Mentor Application LB - link 22-23 Mentor Application LT - link 22-23 Mentor Application SH - link 22-23 Mentor Application SS - link KM resume - link LB resume - link LT resume - link SH resume - link SS resume - link 23-24 23-24 mentor resumes - link 23-24 Sampling of Mentor Applications - link Ongoing training for mentors (also noted in Standard 2 above) Training Materials for Mentors (21-22) Mentors received training on how to support TPA as a result of coming out of the pandemic, when the TPA requirement was moved from the credential program to Induction. How Mentors Can Support TPA (slides 4-10) - link Coach-Mentors also received some professional development on the Art of Coaching. Introduction to theory: The Art of Coaching (slide 10) - link Possible Chapters to Discuss this Year (slide 6) - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Coach-Mentors also received some professional development on facilitative coaching conversations. Discussion on Facilitative Coaching Conversations (slides 3-6) - link Training Materials for Mentors (22-23) Coach-Mentors and Teacher-Mentors received training on Mentoring Moves. Mentoring Matters: Mentor Moves (slide 7) - link Coach-Mentors also worked on their Coaching Vision with Partners. Coaching Vision - link Coaching Vision Examples - link Teacher-Mentors received professional development on giving qualitative feedback. Most of our collaboration time with mentors is problem-solving issues that arise. For example, see Giving Qualitative Feedback (slides 13-15) - link Training Materials for Mentors (23-24) The 23-24 school year began with a strong focus on equity. All Induction mentors (both Coach-Mentors and Teacher-Mentors) took an equity survey; an article was read; and discussions were developed with next steps based on their collaboration with partners. August 2023 Mentor Meeting regarding equity, see slides 25-27 - link September Mentor Meeting regarding equity, see slides 19-20 - link October Mentor Meeting regarding equity, see slides 7-12 - link Mentor Reflection Jamboard from October 30, 2023 - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Resources Shared in Google Classroom for Mentors Reflective Sentence Starters - link Data Gathering for Mentors - link Effective Mentor Practices - link For the 23-24 school year, the mentors will be participating in professional development via book studies or podcasts centered around equity. We will first take an equity survey to help us develop our plan.
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	More evidence is needed on how the Induction program's recommendation verification includes a defensible process of reviewing documentation. (e.g. sample Exit Interview Presentations, completed Exit Interview rubric, completed Progress Monitoring Reports, ILP artifacts, narrative describing the defensible review process).	How is Google Classroom Used for Induction? Google Classroom Screenshots - link All Induction work can be submitted as many times as needed in order to meet standard. For example, teachers receive feedback on their ILPs in Google Classroom, and resubmit until all requirements on the rubric are met. In the rubric - link, you will see it noted in red at the bottom that ILPs can be resubmitted until they meet standard. On p. 13 of the 22-23 Program Guide - link, it is noted that if a candidate is not recommended for a clear credential after two years, he/she may appeal in writing to the Assistant Superintendent of HR, providing evidence of the aforementioned. The decision of the Assistant Superintendent of HR is final. In the last 4 years, no one has appealed to the Assistant Superintendent.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Year 2 Induction Teachers complete an exit interview that is scored with a rubric. Candidates need to meet standard on the rubric in order to be recommended for their Clear Credential. Exit interview samples In 2019, we held in-person exit interviews. Mentors attended in-person exit interviews along with the Induction Coordinator. May 2019 Exit Interview rubric (CM) - link May 2019 Exit Interview rubric (SA) - link May 2019 Exit Interview rubric (MU) - link Due to COVID, beginning in 2020, teachers submitted recorded exit interviews. These were assessed by the Induction Coordinator. May 2020 (LR) - link and LR Exit Interview rubric (redacted) - link May 2021 (JC) slides accompanying exit interview - link and JC Exit Interview rubric (redacted) - link May 2022 (MA) - link and MA Exit Interview rubric (redacted) - link May 2023 (KV) - link and KV Exit Interview rubric - link May 2023 (VGM) - link and VGM Exit Interview rubric - link May 2023 (LV) - link and LV Exit Interview rubric - link May 2023 (AB) - link and AB Exit Interview rubric - link Colloquium It is expected that all Year 1 and Year 2 Induction Teachers attend Colloquium, as well as mentors and the Steering Committee. Year 1s facilitate the breakout rooms and Year 2s present. 2022 Colloquium slides - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		2023 Colloquium Video - link : This is a video of our virtual Colloquium, held in 2023. Colloquium prior to 2023 was not recorded. ILP Templates: (Blank) Visual of ILP Process - link ILP for CSTP 1 - link ILP for CSTP 2 - link ILP for CSTP 3 - link ILP for CSTP 4- link ILP for CSTP 5 - link ILP for CSTP 6 - link Link to rubric - link These are blank ILPs that have been updated for 23-24 ILP for CSTP 1 for 23-24 - link ILP for CSTP 2 for 23-24 - link ILP for CSTP 3 for 23-24 - link ILP for CSTP 4 for 23-24 - link ILP for CSTP 5 for 23-24 - link ILP for CSTP 6 for 23-24 - link Completed ILPs 21-22: ILP KV 21-22 - link artifacts on pages 7-13 KV rubric - link 22-23: ILP DJ May 2023 - link artifacts on pages 3-5, 12-13 ILP artifacts JD 2022 - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		DJ rubric - link ILP VGM May 2023 - link artifacts on pages 2-4, 10-15 VGM rubric - link ILP PSV May 2023 - link artifacts on pages 3, 11-13 PSV rubric - link ILP KV May 2023 - link pages 3-5, 9-15 KV rubric - link When an Induction teacher finishes Induction, he/she receives a transcript prepared by the Induction Coordinator. Transcripts for 21-22 Transcript JA -link Transcript KB-link Transcripts for 22-23 Transcript AB-link Transcript HT-link Transportability documents When a teacher leaves the district after completing only 1 year of Induction, they may request a transportability document to take with them to their new Induction program. These are created upon request, usually when someone is leaving the district. Transportability document for 21-22 Transportability SR-link Transportability JVC-link Transportability document for 22-23 Transportability MA-link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		At the conclusion of the school year, the Induction Coordinator sits down with each completing Induction teacher. They review the renewal codes and then together fill out the Completion of Induction Course / Verification of Completion form. The Induction Coordinator then gives these forms to the Credential Analyst. 22-23 Sampling of verification forms to Credential Analyst-link The Credential Analyst reviews the forms and supporting documentation, and then recommends the Induction teacher for his/clear credential. The Credential Analyst used to keep a binder of these forms, but now she attaches them to the recommendation to the CTC.
Standard 6: Program Responsibilities for Assuring Quality of Program Services	More evidence is needed on how the program regularly assesses the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements (e.g. survey data, feedback data). It is unclear how the Induction program leaders provide formative feedback to mentors specifically related to their mentoring work, including establishment of	Our candidates provide feedback on mentor effectiveness annually. Mentors are given the opportunity to self-assess each year. Mentor Self-Assessment data - link updated through August 2023 Candidate Feedback on Mentor Effectiveness - link (updated through August 2023) General Mentor Feedback In addition to 3rd party surveys through Sinclair, OGSD also has local Induction program surveys. This one was given in April 2023 and asked teachers to give general feedback on mentors - link The Program Coordinator reviews monthly logs and provides formative feedback to the mentors.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	collaborative relationships. (Separate from their collective bargaining agreement evaluation) More evidence is needed on how the program provides a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.	Beginning in 2023-24, the Induction Coordinator will give feedback on Mentor / Teacher Induction reflective conversations. Here is the schedule for 23-24 - see slide 13 - link A snapshot of feedback provided to mentors on their logs - link If either the teacher or mentor does not feel like it is a good match, there is a grievance protocol. During Mentor PD, the Induction Coordinator facilitates conversations and gives feedback to mentors in virtual breakout rooms. This is a Jamboard from our October Mentor meeting in which we reviewed Mentor next steps - link If a match is not working for whatever reason, there is a grievance protocol that will be followed. Grievance Protocol, pages 12-13 - link Slides detailing the Reassignment of Mentors - link (see slide 19) There have been no grievances filed since this current Induction Coordinator has been in this role (since 2017-18). There have been occasional mentor reassignments when a mentor goes on leave for an extended period of time (baby bonding, medical). We feel there is great collaboration across teachers, mentors, principals and the induction coordinator. The induction coordinator intentionally tries to select a mentor who is familiar or housed at the same school site as the teacher. This really helps with collaboration. Induction Steering Committee meetings are another regular and consistent avenue to encourage collaboration across the groups and gain insight from our IHE partners.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		From 22-23 Slide 9 discusses triad meeting - link Slide 11 is a visual representation of communication, establishing a trusting environment between mentor and teacher - link Page 2 details the communication that is sent to all principals, reminding them of confidentiality between mentor and teacher - link From 23-24 5-min recording sent to Principals, September 2023 - link view 1 min 37 seconds until 4 min 30 seconds Email to Principals, Mentors, Teachers on August 17, 2023 - link September 2023 slides for Principals - link see slides 7, 10, 13-16 October 2023 Email to Principals - notifying about ILP, sub release Email to Principals reminding them that Induction teachers reflect with their mentors at least 30 minutes per week - link Steering Committee The Steering Committee meets to discuss data, program changes, etc. Slides from 3.21.22 See slide 22 - Steering Committee gives feedback on Preconditions (see slides 6-25) - link Slides from 3.23.23 - link (see slide 14) At this meeting, the Steering Committee prioritized PD for the 23-24 school year focusing on equity lenses. The PD in 23-24 will be focused on equity driven by data from an equity survey. Slides from 9.16.23 - link Slides from 10.16.23 - link Slides from 11.13.23 - link

Standards Requiring More Information	Comment from Program Reviewers	Response from Program