

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Institution	Oak Grove School District
Date of Review	March 22, 2023

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) 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 Common Standards 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 in preparation for the 2023-24 Site Visit.

Standards Found to be Preliminarily Aligned	None
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General Comments: Please add page numbers to your documents. Also, please make sure links go to the exact page that is being referenced or reference exactly where to go.

Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support	Additional information is needed to clarify unit overall leadership and structure and how " The institution actively involves faculty, instructional	Clarity on the Organizational Chart is needed, including the Coordinator's role as it	Updated Organizational Charts - link which shows the Induction Coordinator's involvement in all processes.

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Educator Preparation	personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.” Additional information is needed clarifying the mentor specific requirements on how “the Institution employs, assigns and retains only qualified persons to teach courses, provide professional development”.	relates to Mentor/Coach selection, support, and retention. Need evidence for qualification of Mentors, TOSA Mentors, and professional development providers (for example: actual resumes, specific job descriptions connecting to mentoring, interview questions related to mentoring, applications for induction mentors - it is on website but we don't have access.) It is not clear if all mentors are TOSAs To assist with understanding process related to this, Interviews requested with:	The Steering Committee/Advisory Board - link provides feedback to the Induction Coordinator. The Steering Committee includes IHE members. After the Induction Coordinator works with the Credential Analyst and principals / supervisors to make initial matches, mentors are required to fill out an official application, including their resume. 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 Mentor Resumes - link 23-24 Sampling of Mentor Applications - link

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		Shannon Bui - Induction Coordinator; Julie Silva - Coordinator of Curriculum, English Learners; and TOSAs as well as Mentors	I have provided Additional Information - link regarding the TOSA job description and professional development through OGSD University.

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Standard 2: Candidate Recruitment and Support	More information is needed “regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts.” Please provide more evidence for how the program “purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.”	Examples of exit interview questions; Examples of support provided throughout the program for candidates who are not meeting the standards in the ILP rubric for program completion.	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 Beginning in 2020, teachers submitted recorded exit interviews. These were reviewed by the Induction Coordinator. May 2020 (LR) - link and LR Exit Interview rubric - link May 2021 (JC) slides accompanying exit interview - link and JC Exit Interview rubric - link May 2022 (MA) - link and MA Exit Interview rubric - 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
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			May 2023 (AB) - link and AB Exit Interview rubric - link Support for Induction Teachers Teacher candidates who need support or reminders submitting assignments or an additional thought partner can meet with the Induction Coordinator anytime. Here is a link to some sample communication between the Induction Coordinator and Induction teachers - link. Here are some samples of comments made on ILPs - link Example of support with ILPs JD - link Additionally, in the 23-24 school year, Drop in ILP support (optional) was offered to all Induction teachers. Please see the bottom of this document - link with the dates and times offered. Revision Opportunities

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			Teacher candidates may revise their work as many times as needed to meet standard. Revision Opportunities, stated in Program Handbook p. 6 - link Recruitment and Retention OGSD has a robust plan to recruit and retain high quality teachers. OGSD purposefully recruits and admits candidates to diversity the educator pool in California. We work closely with our IHE partners, such as San Jose State University (SJSU) and Santa Clara University (SCU) to recruit incoming teachers from our community. Our HR team attends many teacher fairs, such as the one held at the Santa Clara County Office of Education (SCCOE). We recruit during California Association for Bilingual Education (CABE) and reach out to university programs that have multicultural programs and a focus on bilingual teachers. We have a close partnership with SJSU, in which we hire many of our bilingual student teachers and multiple subject student teachers

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			from SJSU's program, who have completed student teaching with OGSD. We also are in year 4 of a SpEd residency program so we can continue to support the increased need for Special Education teachers. CABE - OGSD hosting a table - link MOU which highlights the partnership OGSD has with Santa Clara University to recruit bilingual substitute teachers and once certified, bilingual teachers. This MOU was brought to the board on 9.21.23 and approved. Link to approval of MOU from Board Consent Agenda. One of our Assistant Principals, the Induction Coordinator, and the Assistant Superintendent of Human Resources attended a workshop on K-12 Diverse Teacher/Staff Recruitment Initiative in Oakland, CA on 10.27.23. Here is a picture - link. Here is a link to our confirmed registration - link. Slides from the Recruitment Workshop on 10.27.23 - link

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			Evidence of our belonging to NAHSA - link NAHSA new members - link OGSD was featured in an article by ParentSquare - link, see number 2. Our Assistant Superintendent sent an email to the Leadership Team about our recruitment work here - link. Our Assistant Superintendent of Human Resources will also be attending CABE - link to recruit teachers of color and bilingual teachers. Additionally, we are in contact with Urban Academy - link that aims to bring black males from Historically Black Colleges and Universities to the Bay Area to teach locally. OGSD also has a robust district professional development plan that supports all teachers in their growth and development. 23-24 District Professional Learning Plan - link - see highlights in yellow

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			One of our very own former Induction Teacher Candidates and now Current Mentor, Sahira Larios, is highlighted here - link regarding her bilingual teaching! <u>Inclusion</u> OGSD works hard to ensure that all teachers receive the support they need so we can retain them in OGSD. We have a Diversity, Equity, Inclusion, and Belonging (DEIB) Committee - link and an Ethnic Studies committee of which all staff are invited to attend. <u>Free, ongoing Professional Development</u> We offer free professional development through OGSD University - link. OGSD University is managed by Eva Marcoida, Coordinator. This is an updated link for 23-24 OGSD University offerings - link. In the 23-24 school year, we will be providing professional development to

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			all staff on Trauma-Informed Care and another PD on supporting our LGBTQ+ students. Our district's 23-24 District Professional Learning Plan - see highlights in yellow for 23-24 identifies the PD that is designed to promote inclusivity. <u>Supporting our Community</u> Our Board of Education has passed several resolutions in the last few years to recognize and support our community: Resolution Denouncing Racism and White Supremacy - link Resolution Denouncing Hate Crimes & Bigotry Targeting Asian Americans and Pacific Islanders - link Resolution Condemning Violent Acts - link <u>Additional Stipends</u> We have found there is a shortage of bilingual teachers, Education

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			Specialists, and Speech Therapists. To attract and retain diverse, highly qualified teachers, OGSD teachers teaching in our bilingual classes receive a \$1500 yearly stipend through the Collective Bargaining Agreement. Our Education Specialists also receive additional release days and a stipend, also through the Collective Bargaining Agreement - link Speech-Language Pathologists also receive an additional stipend. Specialized Academic Instructor Stipend: see 12.5.14 in Collective Bargaining Agreement. - link BCLAD Stipend: see 12.8 in Collective Bargaining Agreement - link Speech-Language Pathologist Stipend: see 12.8.2.3 in Collective Bargaining Agreement - link

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Standard 3: Course of Study, Fieldwork and Clinical Practice	More evidence is needed for “The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.” More evidence is needed for how “Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.” More evidence is needed for how the program “implements and evaluates fieldwork and clinical practice.”	Evidence for how the data is used to evaluate Mentor effective and knowledgeable support for candidates Evidence for how mentors are trained, evaluated and recognized (such as training materials, slides, ways they are recognized/given feedback) Evidence for how the program effectively implements and evaluates mentor practice (such as completed Mentor feedback tools; Steering Committee minutes on	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 Coach-Mentors also received some professional development on facilitative coaching conversations. Discussion on

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		review of candidate feedback on mentor support, etc.).	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

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			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 Reassignment of Mentors There is a process listed in the Mentor Description and the Induction Teacher Admission Application in the 23-24 Program Guide. See highlights on pages 29, 33 - link Please note that there have been 0 reassignment of mentors in the last 4 years.

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			See Slide 19. Reassignment of Mentors discussed at Induction Teacher Meeting, August 2022 - link See Slide 17. Reassignment of Mentors discussed at August 2022 Asynchronous Mentor Meeting - link See Slide 19. Reassignment of Mentors discussed at Induction Teacher Meeting, August 2023 - link See Slide 10. Reassignment of Mentors discussed at August 28, 2023 Mentor Meeting - link Feedback on Mentor Effectiveness Our candidates provide feedback on mentor effectiveness annually. Candidate Feedback on Mentor Effectiveness - link with Action Plan through August 2023 Feedback on Mentor Logs The Induction Coordinator reviews all mentor logs and provides comments on the logs as appropriate. The

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			Coordinator will also note patterns in support needed and address those patterns at future Induction meetings with Induction teachers. A snapshot of feedback provided to mentors on their logs - link Induction Teachers provide feedback on Mentors through Sinclair Surveys Candidates also provide feedback on their mentors throughout the year using the Sinclair surveys. These results are analyzed to determine next steps. Candidate Feedback on Mentor Effectiveness (shared in Google Classroom as well with Mentors and Induction Teachers - link) 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 Beginning in 2023-24, the Induction Coordinator will give feedback on Mentor / Teacher Induction reflective

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			conversations. Here is the schedule for 23-24 - see slide 13 - link Mentor Feedback SG November 2023 - link Mentor Feedback JS November 2023 - link Mentor Feedback AP November 2023 - link Mentor Feedback AW November 2023 - link Mentor feedback DT November 2023 - link Mentor Feedback DM January 2024 - link Mentor Feedback EL January 2024 - link Mentors self-assessed in October 2023. Here is the program response shared in Google Classroom - link Steering Committee/Advisory Team looks at Data During our March 23, 2023 Steering Committee (Advisory Board) meeting, we discussed data seen on slides 12-16 - link. Through this discussion, we determined that we wanted to focus Mentor PD on Equity,

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			since many of our new teachers are coming in having been taught the newest research, while we want to continue to develop our mentors. The Steering Committee/Advisory Board - link provides feedback to the Induction Coordinator. Mentors attend Colloquium and provide feedback to Induction teachers during the presentations. Video of Colloquium Main Room, May 2023 - link
Standard 4: Continuous Improvement	More evidence is needed for how “the education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates” and “analyzes, and uses candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.”	Evidence is needed for how the data (i.e. collected from Sinclair / CTC Completer Surveys / etc.) is analyzed and used for continuous program improvement. Need more information on feedback from key	Sinclair data is analyzed and used for continuous program improvement. 19-20 Sinclair Reports Themes - link 20-21 Sinclair Reports Themes - link 21-22 Sinclair Reports Themes - link 22-23 Sinclair Reports Themes - link The Steering Committee also provides feedback on the program during meetings, as well as through the below survey.

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		stakeholders (for example community partners, constituent groups, members of steering committee, etc.)	Survey Results from Advisory Board / Steering Committee - link Steering Committee gives feedback on Preconditions (see slides 6-25) - link Slides from 3.23.23 (see slide 14) - link At this meeting, the Steering Committee prioritized PD for the 23-24 school year focusing on equity lenses. The Induction PD in 23-24 will be focused on equity; based on data from an equity survey. August 2023 Mentor Meeting regarding equity, see slides 25-27 - link September 2023 Mentor Meeting regarding equity, see slides 19-20 - link October 30, 2023 Mentor PD, see slides 7-12 regarding equity- link
Standard 5: Program Impact	More evidence is needed on how the “unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on	More detailed description needed on how each piece of evidence corroborates the narrative (i.e. please pull out the	OGSD uses Sinclair surveys to evaluate the effectiveness of our program. This slidedeck shows how we are continually above a score of 3.0 in all areas,

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	teaching and learning in schools that serve California's students."	evidence pieces from the Sinclair and CTC Completer evidence links that connect to this Standard).	indicating moderate to strong positive impact. Positive Impact Data - link We have many current mentors who were positively impacted by their being in Induction in the last several years, that they have come back to be a mentor. Here is a list of how OGSD Grows Their Own! Grow Your Own - link Principals were given a list of teachers who have completed Induction in OGSD in the last 5 years. Here is what our principals had to share about how their completing teachers have become outstanding leaders at the sites, going above and beyond to support students and the community. Click on Jamboard here - link Some of the principals shared that the Jamboard wouldn't take a long response, so they added to this google doc - link instead. Our Induction Completers were also asked to share how Induction positively impacted them. Click on Jamboard here - link to see their thoughts.

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			One of our very own former Induction Teachers and now Current Mentor, Sahira Larios, is highlighted here - link regarding her bilingual teaching! Our Induction Program benefits the wider OGSD community. OGSD Induction Program Benefits - link Our HR Department went back three years to view the final evaluations - link of the teachers who completed Induction that year. You will find that over the last 3 years, on average 85% of our teachers who completed Induction during that year received final evaluations of meeting or exceeding standards. While Induction is not evaluative, this data speaks to the strength of our Induction teachers and the assets they bring to the entire OGSD community.