

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

Institution	<Cal State University Fullerton>	Program	TEACHER INDUCTION
Date of Review	<11/1/2022>		

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	2
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General comments: In reviewing the program documents, the reviewers found a stand-alone Special Education teacher induction program which does not align to current teacher induction program standards. CTC staff will be reaching out to the program for discussion regarding alignment to both current program standards and preconditions as well as future program design.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Purpose	The 2016 standards state that the ILP is the only required document by the program. Any additional documents should be at the discretion of the mentor and candidate.	ILPs, as described on the program website , are collaboratively developed during semester 1 and implemented during Semesters 2, 3, and 4 by the Candidate and Mentor teacher, with input from the administrator regarding the candidate’s job assignment, and guidance from program faculty. As candidates transition from each semester, they design, implement, evaluate and update ILPs.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>Revised plans may identify new goals for professional growth as well as revisit goals from a previous semester. The ILP requires candidates to identify progression growth goals and measurable outcomes, describe how they will work to meet those goals, and plans for evaluating data to reflect on progress. Induction candidates and mentor teachers may add additional goals based on the candidate's professional interest. The goal of the ILP process is to identify professional learning and support opportunities so that each candidate may refine effective teaching practices for all students through focused cycles of inquiry.</p>
<p>Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System</p>	<p>Provide evidence of ILP input from the employer regarding the candidate's job assignment and guidance from the program staff.</p>	<p>ILPs, as described on the program website (see ILP section bullet #1), are collaboratively developed during semester 1 and implemented during Semesters 2, 3, and 4 by the Candidate and Mentor teacher, with input from the administrator regarding the candidate's job assignment, and guidance from program faculty. Currently, the administrator in the role of employer fills out an Administrator Agreement where information about teaching assignment, school name, school website, district, hire date, and contract length, number of students and subject and grade levels of each class assigned. This information is gathered by program staff and forwarded to the program faculty coordinator for review. This is completed before the ILP is started to ensure the inductee will be able to reflect on the progress made towards each professional goal and can revise the goal throughout the program.</p>
<p>Standard 4: Qualifications, Selection and Training of Mentors</p>	<p>Reviewers are looking for explicit evidence of the mentor and teacher candidate credential match. (ie. Documentation of spreadsheet or table</p>	<p>Applicants must obtain administrator approval and agreement to cooperate with their participation in the induction program. District or school administrators who verify new teachers' employment and agree to provide</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	<p>verifying appropriate coach/mentor matches)</p> <p>Provide evidence of providing “just in time” support for candidates, in accordance with the ILP.</p>	<p>required support at the school site complete the <u>Administrator Agreement Form</u>  .</p> <p>Within the first month (30 days) of the Fullerton Teacher Induction Program, candidates are assigned a mentor who is approved by the candidate’s site administrator according to credentials held, grade level and/or subject level, and employment at the school site of the candidate. As evidence that these requirements have been met, all assigned mentors are required to have a current <u>Mentor Agreement Form</u>   on file with the Teacher Induction Program. The program uses a <u>spreadsheet</u> to track program admission, credential areas and mentor matching to ensure matches happen within the first 30 days.</p> <p><u>Mentor responsibilities</u>  are outlined on the program website which includes qualifications, expectations and resources. The “just in time” support of candidates is listed under mentor responsibilities.</p>
<p>Standard 5: Determining Candidate Competence for the Clear Credential Recommendation</p>	<p>Provide evidence of a defensible process of reviewing documentation to verify that the candidate has satisfactorily completed all program activities and requirements.</p>	<p>Candidates successful completion of program requirements are evaluated at four <u>transition points</u> from program admission through program completion.</p> <p>The Induction Program Coordinator and the Credential Analyst use the <u>Credential Evaluation Summary</u> to ensure all requirements have been satisfactorily completed before the candidate can apply for their clear credential.</p> <p>All candidates are provided instructions for the <u>Academic appeals process</u>.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	Provide evidence of clear procedures in place for the reassignment of mentors.	The Mentor Reassignment Process Guide outlines the necessary steps for assigning an inductee to a new mentor.