Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	Brentwood USD	Program	TEACHER INDUCTION
Date of Review	12/2021		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). A brief narrative (150 words or less) is allowable but the 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 to the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	1 & 5

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Components of the Mentoring Design	Provide evidence about how the mentoring design is informed by theory and research.	This list of resources is used as foundational elements of the mentoring program. Each of these resources serves as a foundation to build from and additionally to pull excerpts from as parts of the specifics of Mentor Training.
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Provide evidence of further individualization of the ILP for candidates who need to continue working on same CSTP or goal.	Further Individualized information and support for candidates who need to work on the same CSTP or goal is provided in multiple ways. Candidates work through their chosen CSPT both through individual support as well as through monthly training. Candidates that need further individualized support, can be assigned this work to complete, assigned a particular monthly training breakout session that directly aligns with their CSPT/goal,

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		and/or meet with the Induction program coordinator for further guidance. Additionally, mentors indicate on the weekly meeting log what CSTps have been addressed during that meeting and notate which CSPTS is a recurring need for support. Mentors also work with site admin, candidate, and Induction program coordinator to set up opportunities for candidates to observe other teachers who have best practices in an area of candidate need. Candidates, also have the opportunity to repeat portions of the program as necessary, rework and submit their IP to demonstrate meeting the ILP/CSTP requirements. Depending on the candidate, if the candidate is challenged with meeting the goals of the program and CSTP growth I will meet with the candidate and mentor monthly to provide additional guidance and resources to support candidate's growth.
Standard 4: Qualifications, Selection and Training of Mentors	Provide more clarity regarding the evaluation of mentor applications and the matching process. Please attach evidence of mentor/candidate matches based on credential type, grade level, and/or subject area.	Each district in the consortium posts all open mentor positions. Mentors apply through a common online application which includes specific questions about prior teaching and mentoring experience and levels of qualification in mentoring skills. Mentor applicants are reviewed by the district and Induction program leadership paying particular attention to site placement, credential type, and prior experience. This matrix shows the placement and credential type
Standard 6: Program Responsibilities for Assuring Quality of Program Services	Please provide additional information about how the program assesses the quality of services provided by mentors to candidates.	The program assesses the quality of services to both mentors and candidates through a variety of modalities. At the end of each training- for both candidates and mentors- a survey is completed to provide feedback on the specific learning from that session. Candidate Feedback Mentor Feedback

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		These surveys are reviewed by the Induction Program coordinator and PD providers to euchre that the program is meeting the needs of the participants and to consistently provide learning offerings that are providing just-in-time support and learning to candidates and mentors.

Additionally, both mentors and candidates complete a mid-year and end-of-year survey to provide detailed feedback on all aspects of the program. These feedback surveys are reviewed by the program coordinator, the advisory council, and the educational partner group and their annual meeting. Programmatic decisions are created in part based on these evaluations of the program and the program is always

Mentor Mid Year and end of Year Survey
Candidate Mid Year and End of Year Survey

Additionally, the Induction Program Coordinator meets with every candidate and mentor for a 1:1 mid-year meeting. At this meeting, both the candidate and mentor provide feedback on the program as well as their growth. The Induction Program Coordinator uses these meetings as a time to gather additional data on program successes and needs and listen to see what aspects of the CSPTs candidates and mentors have a deep understanding of and where more support and training need to be needed be provided.
1:1 Mid-Year Meetings |
| | Explain how the program provides formative feedback to mentors on their work. | Mentors complete a growth and reflection plan each year. That plan is an integral part of the mentoring process and of mentor training. Mentors continue to add to their plan and reflect on |

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		their growth goal three times throughout the year. Mentor also submit their plan after each reflection to the Induction program coordinator for evaluation, feedback, and suggestions on how to work to continue improving in their work as mentors. Mentors also log their weekly meetings with their candidates and include a summary of the meeting and which CSTPs best connect to the focus of the meeting. Mentors submit the logs quarterly both for accuracy and confirmation of weekly meetings but also for the program coordinator to provide feedback to mentors on issues they are supporting candidates around. Mentor Growth and Reflection Plan Feedback Examples Quarterly Meeting Log Feedback Examples

Provide evidence of further individualization of the ILP for candidates who need to continue working on same CSTP or goal.