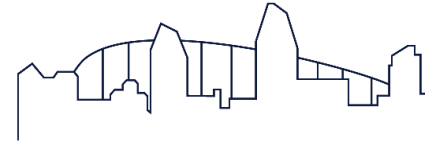


The Charter School of  
**SAN DIEGO**  
Teacher Induction Program



*The Charter School of San Diego*  
**Teacher Induction Program**

**Preconditions and Standards**  
Application submitted July 2022;  
Resubmitted March 2023; June 2023; July 2023



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## The Charter School of San Diego Teacher Induction Program

### Initial Program Preconditions Evidence

#### Precondition 1: Demonstration of Need

*To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.*

There is a demonstrated need for a Teacher Induction Program for The Charter School of San Diego as well as the other partnering schools. Not only is there a need because there are many preliminary credential and intern teachers, there is not an induction program in our area specifically for non-classroom based Dashboard Alternative Status Schools. This unique educational model has unique needs that an Induction Program does not offer. To that end, teachers who completed a traditional Induction Program within the past five years were asked to provide feedback about their Induction Program and the relevance to their actual practice. From the respondents, the major programs completed were from the San Diego County Office of Education, San Diego State University, Riverside County Office of Education, and University of California San Diego Extension. We asked, from their experience in their induction program, what was the least useful or beneficial part of the program. The one major theme that came up from their previous programs: not relevant to non-classroom based schools. Some specific comments included: focus on classroom management and managing larger class sizes, “busy work” not applicable to our school, focus on classroom layout, faculty leading professional learning not familiar with non-classroom based schools or alternative programs. Thus, not only is there a demonstrated need because of teacher credentials, evidenced by the data tables that follow, but there is a niche need for an induction program for non-classroom based schools that have “at-promise” students.

#### Teachers with a Preliminary Credential by School:

School	Number of Gen Ed. Interns	Number of Gen. Ed Teachers with Preliminary Credentials	Number of SPED Interns	Number of SPED Teachers with Preliminary Credentials	Total Number of Teachers Who Need Induction
Audeo Charter School	0	2	1	2	4
Audeo Charter School II	0	0	0	0	0
Audeo Charter School III	0	2	0	0	2

Audeo Valley Charter School	1	0	1	1	3
The Charter School of San Diego	2	9	0	6	17
Grossmont Secondary School	0	0	0	0	0
Mirus Secondary School	0	2	1	0	3
Sweewater Secondary School	1	2	0	4	7

With the number of preliminary credentials, and intern teacher who will need to clear their credential, there is currently a need to place 36 teachers into an induction program. The CSSD TIP will be no cost to the participants, so there is a savings to teachers of over \$100,000 if all of these teachers were able to attend CSSD TIP.

#### Anticipated Need: Student and Teacher Growth Data by School

School	Projected Student Growth	Projected New Teachers Needed
Audeo Charter School	200	7
Audeo Charter School II	80	2
Audeo Charter School III	40	1
Audeo Valley Charter School	40	1
The Charter School of San Diego	320	11
Grossmont Secondary School	160	4
Mirus Secondary School	200	5
Sweewater Secondary School	160	4

There is a projected growth of CSSD and partner schools of anywhere from 40-320 students. This creates a need of anywhere 35 new teachers if all of the schools meet their enrollment growth.

#### Teacher Retirement Forecasting

School	Current Number of Teachers at Retirement Age	Current Number of Teachers Reaching Retirement Age in 5 Years	Current Number of Teachers Reaching Retirement Age in 10 Years
Audeo Charter School	0	1	4

Audeo Charter School II	1	1	1
Audeo Charter School III	0	0	1
Audeo Valley Charter School	0	1	0
The Charter School of San Diego	2	4	8
Grossmont Secondary School	0	0	3
Mirus Secondary School	0	0	2
Sweetwater Secondary School	0	2	2

In the eight schools that will be participating in the CSSD TIP program, there are also teachers who will be reaching the retirement age. Within the eight schools, there are three teachers who are of retirement age currently. In five years there will be an additional 9 teachers who will reach the retirement age. Within ten years there will be an additional 22 teachers who will be of retirement age. This shows the future need of the program as teachers are retiring and new teachers are hired.

**Letters From Schools Affirming Need**

[Audeo Charter School](#)

[Audeo Valley Charter School](#)

[Audeo Charter School II](#)

[Grossmont Secondary School](#)

[Mirus Secondary School](#)

[Audeo Charter School III](#)

[Sweetwater Secondary School](#)



**Precondition 2: Collaboration in Program Design and Implementation**

*To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.*

<b>Name</b>	<b>Title</b>	<b>Role</b>	<b>Qualifications</b>
Cathryn Rambo	Curriculum, Professional Learning and Accreditation Administrator	Writer of the application	MA Teaching and Learning, MA Curriculum and Instruction
Veronica Radtke	Human Resources Administrator	Cowriter of the application	Head of Human Resources
Kirsten Henderson	Special Education Coordinator	Advisor for CSSD TIP from the Special Education perspective	Special Education Coordinator for six years
Vanessa Vallon	Learning Lead	Advisor for mentoring program and ILP	Charter School of San Diego Vice Principal and Induction mentor with UCSD, RCOE, SDCOE, SDSU
Cristina Frank	Education Specialist	Advisor for mentoring program and ILP	Induction mentor with SDCOE
Dr. Kristy Pruitt	Dean	Consultant on induction program needs and Advisory Board Participant	Dean of School of Education for Alliant University
Elizabeth Orona	TK-5 Learning Lead	Advisory Board Participant and advisor to CSSD TIP creation	Audeo Charter School TK-5 Principal
Hayley Beaupre	Administrator of Instructional Services	Advisory Board Participant and advisor to CSSD TIP creation	Audeo Charter School and Audeo Charter School II Principal
Jay Garrity	Administrator of Instructional Services	Advisory Board Participant and advisor to CSSD TIP creation	Charter School of San Diego and Mirus Secondary School Principal
Sharnita Moore	School Coordinator	Advisory Board Participant and advisor to CSSD TIP creation	Audeo Charter School III and Audeo Valley Charter School Principal

Allison Fleck	School Coordinator	Advisory Board Participant and advisor to CSSD TIP creation	Sweetwater Secondary School and Grossmont Secondary School Principal
Tim Tuter	Executive Director	Director of the CSSD Teacher Induction Program, once approved	Unit Head for The Charter School of San Diego Teacher Induction Program

**Meeting Agendas**

The Charter School of San Diego Teacher Induction Program has been working with not only all staff at The Charter School of San Diego and partnering schools, but also with the specific development team above. On the chart above, the orange team has met for several years at specific times to work as the CSSD TIP Development Team. They have each taken on specific aspects of the program to brainstorm with the whole group and develop the evidence. They then get feedback from the whole group. Cathryn Rambo and Veronica Radtke have led the coordination and the majority of the writing for the CSSD TIP program and include the administrators of the partnering schools, on an almost monthly basis, to collaborate and provide feedback on the work created by the development team. Dr. Kristy Pruitt at Alliant University has been an advisor to how the institution of higher learning can contribute to CSSD TIP as a member of the advisory board and advises on the development of CSSD TIP.

[Meeting Agendas 2021](#)

[Meeting Agendas 2022](#)

[Meeting Agendas 2023](#)

**Memorandum of Understanding with Partnering Schools**

CSSD TIP has signed MOUs with each partnering school as well as with Alliant International University outlining the roles and responsibilities of each partnering school.

[Audeo Charter School](#)

[Audeo Valley Charter School](#)

[Audeo Charter School II](#)

[Grossmont Secondary School](#)

[Mirus Secondary School](#)

[Audeo Charter School III](#)

[Sweetwater Secondary School](#)

[Alliant International University](#)



### **Precondition 1:**

Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teachers first year of teaching.

#### ***Example of Sufficient Evidence***

Link or Bookmark\* to the specific section in the Candidate/Program Handbook, Recruitment Information, or other authentic programmatic documentation that each candidate receives describing the design of program. Must include clear language indicating **all** the following:

- 1) the program is two years in length,
  - 2) is job embedded
  - 3) is focused on mentoring and support, **and**
  - 4) begins in the first year of teaching.
- 

The program requirements that show that the program is two years in length, job embedded, focused on mentoring and support and begins in the first year of teaching can be found on the Charter School of San Diego Teacher Induction Program (CSSD TIP) website <https://altuniversity.com/graduation-requirements/> under the section entitled "Program Participants will Receive".

The information is also found in the [Candidate Handbook](#) on pages 4 and 32.

Precondition 2:

The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

***Example of Sufficient Evidence***

Two things are needed:

- 1) policy statement (i.e., Mentor matches, mentor selection criteria, within 30 days of enrollment) in candidate/program handbook, recruitment materials, or other authentic programmatic material **and**
  - 2) data from databases/spreadsheets showing date of enrollment, date of match with mentor, and credentials/grade level/subject held for the most recent or current year or other evidence that demonstrates that the institution implements the procedure in accordance with the precondition.
- 

1) The CSSD TIP identifies and assigns a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program. The mentor is matched with the teacher candidate according to credential and/or teaching assignment.

The mentor requirements can be found on the CSSD TIP website

<https://altusuniversity.com/graduation-requirements/> under the section entitled "Program Participants will Receive".

The information is also listed within the [Candidate Handbook](#) on pages 32 and 34.

2) The information for data tracking will be on the [Candidate Progress Template Spreadsheet](#). The spreadsheet tracks data by candidate with the application date, enrollment date, credential type and expiration, teaching assignment, onsite hours, student hours, assigned mentor, mentor match date, Year 1 start date, ILP development date, Year 2 start date, program completion date, and date that the candidate was recommended to the CTC for their clear credential.

Precondition 3:

Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

***Example of Sufficient Evidence***

Two things are needed:

- 1) Policy statement on this topic embedded in candidate/program handbook, recruitment materials, website, or other authentic programmatic material, **and**
  - 2) Description of the process the program uses to track candidate support and how the program monitors that meetings are taking place during the year (not to exceed 200 words).
- 

1) The CSSD TIP mentors will provide an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. This information can be found on the CSSD TIP website at <https://altusuniversity.com/graduation-requirements/>.

This information is also found on page 32 of the [Candidate Handbook](#).

2) The program tracks candidate support by utilizing our internal online platform, Microsoft TEAMS, which houses all of the program documents, and will be the online classroom support for the mentees and mentors. Each mentor will log the meeting hours along with the focus of each session and the time spent with the mentee in the mentor tracking log that is within the Microsoft Teams CSSD TIP Team. The CSSD TIP Coordinator will review the logs quarterly to ensure that the proper meetings are taking place. All program administrators will have access to the documents for audit purposes. As there are different permission setting for Microsoft Teams, the teacher candidates will not have access to other candidate information; they will only have view only rights to their own hours log tracking.

Precondition 4:

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

***Example of Sufficient Evidence***

Two things are needed:

- 1) Copy of policy statement in candidate or program handbooks, recruitment material, or other authentic programmatic material, **and**
  - 2) Describe the process the program uses to monitor the development of ILPs and how the program knows this takes place within 60 days of enrollment (not to exceed 200 words).
- 

1) Goals for the Individual Learning Plan (ILP) are developed within the first 60 days of the teacher's enrollment in the CSSD TIP. This information is found in the [Candidate Handbook](#) on page 32.

2) Utilizing the Candidate Progress Template described previously, the mentors will identify the date in which the ILP is created. The mentee will work with the mentor in creating the ILP and submit the document through the CSSD TIP OneNote Notebook within the CSSD TIP Microsoft Team. The OneNote Mentee Notebook provides alerts to mentors and admin when ILPs are submitted by the mentee. The administrators of the program will then be able to see the ILP submitted within each candidate's OneNote within the CSSD TIP Microsoft Team to verify that it has been submitted within the 60 day threshold and review.

Precondition 5:

The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

***Example of Sufficient Evidence***

Two things are needed:

- 1) Statement of Assurance by unit head.
- 2) A link or bookmark directly to the policy in candidate or program handbook.

For institutions who are not the sole employer of all of its candidates, the following is also required:

- 3) A sample MOU with a partnering employers must be submitted. The MOU must state that the employer understand that the ILP may not be used for evaluative purposes.
- 

- 1) The ILP is designed and implemented solely for the professional growth and development of the teacher candidate and not for evaluation for employment purposes. See [Statement of Assurance by Unit Head](#)
- 2) The ILP statement within the [Candidate Handbook](#) explaining the purpose of the ILP is on page 31.
- 3) A [Sample MOU](#) with a partnering schools explaining the program and that the program is not for evaluative or employment purposes.

Precondition 6:

An Induction Program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.

***Example of Sufficient Evidence***

Link or bookmark to participant handbook or recruitment materials with required information on ECO or link to application process that describes the ECO option. The submitted materials need to define experienced and exceptional criteria for the program.

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CSSD TIP has an Early Completion Option (ECO) for experienced and exceptional candidates who meet the established criteria. The criteria established by CSSD TIP is as follows:

- Two teacher evaluations with the equivalent of “Exceeds Expectations” on all criteria; Both evaluations must have been within the last five years and at least one must be within last two years.
- Three or more years of successful full-time classroom teaching experience, as a teacher of record in a K-12 teaching assignment (excludes internships, student teaching, shared teaching, or substitute teaching). Verification of this employment is required from HR or Administrator on school letterhead with name, years of teaching and a brief description of teaching position(s). Note: Candidates must supply Verification of Employment from each separate employer listed.
- Recommendation from current School Coordinator/Principal verifying classroom management and creation and delivery of effective and equitable lessons as exceptional and therefore satisfactory to eliminate the year of work and reflection for improved practice.
- Candidates must submit required paperwork to HR Department within 30 days of application to CSSD TIP.

These requirements and submission process are also listed on the CSSD TIP website

<https://altusuniversity.com/graduation-requirements/>

## **Common Standards Narrative Template**

Institutions in Stage III of the IIA process are required to respond to each element of the five Common Standards using the template below.

### **Common Standard 1: Institutional Infrastructure to Support Educator Preparation**

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:



<b>Common Standards</b>	<b>Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation</b>
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The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.

**OUR MISSION**

CSSD Teacher Induction Program bridges the gap between high-quality education theory and practice through an innovative and personalized teacher preparation program. The program develops effective educators who are uniquely equipped to engage diverse students in futuristic learning environments and who partner with students, families, and communities to create positive outcomes.

**OUR VISION**

CSSD Teacher Induction Program is a national model of educational leadership and innovation dedicated to preparing exceptionally qualified educators. Through a relevant and personalized learning program, teachers are prepared to provide a whole-child approach in service of equity, inclusiveness, and achievement of students and their families in diverse communities.

**Hyperlink:** [www.altusuniversity.com](http://www.altusuniversity.com)

CSSD TIP utilizes a combination of constructivist and personalized learning as the foundation of it’s vision of teaching and learning. From a constructivist lens, the candidates are constructing their knowledge by building upon their prior experiences and learning through hands on experiences, social interactions, and collaboration, as evidenced by the self reflection in the ILP, and the mentor collaboration and cohort coaching experiences that are further described in Common Standard 3. [See example of ILP.](#) In the article “Applying Technology to Restructuring and Learning” Burns, Dimock, and Menchaca (2002) identify six main elements of constructivism. The the alignment of CSSD TIP with those six elements is as follows:

- Knowledge is constructed: all candidates complete the pre-assessment of CSTPs to tap into their preexisting knowledge.
- Learning is a social activity: candidates have the opportunity to collaborate with others through professional learning, cohort coaching, and weekly mentoring opportunities. These opportunities provide candidates with a collaboration structure to support their learning and goals within their s.
- Learning is an active process: Similar to learning as a social activity, the collaboration and discussion opportunities through professional learning and mentor collaboration keeps candidates involved as active learners.

- Learning is contextual: candidates will learn the CSTPs within the context of their current teaching positions. CSSD TIP is specifically created for non-classroom based candidates clearing their credential in a non-classroom based school, giving candidates context for implementing CSTPs in their current teaching practice.
- People learn to learn, as they learn: as candidates are progressing through the program, they are able to classify information and create new ways of thinking based on their learning.
- Learning exists in the mind: metacognition is an important part of the learning process, therefore reflection is an important component of CSSD TIP.
- Knowledge is personal: since all candidates come with their personal perspective, the knowledge created through the learning process is also personal-which also lends itself to the personalize learning theory described below.
- Motivation is the key to learning: motivation is another important construct of learning. Candidates in CSSD TIP are motivated to learn the CSTPs to not only clear their credential, but also improve student learning for students in a vulnerable population.

CSSD TIP also uses personalized learning as the foundation for its teaching and learning. In “Continued Progress”, Pane, Steiner, Barid & Hamilton (2015) explains that personalized learning consists of “ (1) systems and approaches that accelerate and deepen student learning by tailoring instruction to each students’ individual needs, skills, and interests; (2) a variety of rich learning experiences that collectively prepare students for success in the college and career of their choice; and (3) teachers integral role in student learning”. CSSD TIP is aligned to those principles through the following:

1. Systems and approaches that accelerate and deepen learning by tailoring instruction to each students’ individual needs, skills, and interest: the ILP gives candidates the space to identify their needs through their self assessment and continuation of the IDP so that the mentor is able to tailor the induction experience for each candidate.
2. A variety of rich learning experiences: the mentor works with the candidate on creating SMART goals, cohort mentoring opportunities, and a variety of observation choices so that the candidate has their choice of rich learning experiences.

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>3. <u>Teacher's Role</u>: the candidate has support and guidance from not only the mentor, but also the CSSD TIP Coordinator and Curriculum, Professional Learning and Accreditation Administrator to guide their learning through the induction process.</p> <p>This aligns to the vision of The Charter School of San Diego, which is committed to the development of a personalized instructional program that transforms the lives of students. As candidates are learning through a personalized approach, they will see the value of teaching in the same way.</p>

The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.

The Charter School of San Diego Teacher Induction Program (CSSD TIP) Development team consists of both administrators and teachers that represent both general education and special education who are working collaboratively on the CSSD TIP application. [CSSD TIP Development Team Agenda](#)

The team meets frequently as it is making progress towards completing the application, but also plans to continue involving educational partners in the educator preparation program. Identified potential faculty members have been involved in the course design and potential mentors have been involved in the creation of the ILPs. Administrator input is regularly collected from the Instructional Lead meetings where the Curriculum, Professional Learning and Accreditation Administrator meets with the Instructional Team on the first Tuesday of each month. Beginning in the 22-23 school year, the development of the CSSD TIP will be a part of the agenda of the School Site Council that includes students, teachers, and parents. Annual updates are made to the Senior Leaders of CSSD with data described in Common Standards 4 and 5 by the CSSD TIP Coordinator and/or the Curriculum, Professional Learning and Accreditation Administrator twice a year.

CSSD TIP has a [Collaboration and Knowledge Management System](#), that describes the major collaboration systems within the program. One a weekly, monthly, biannually, and annual basis, there is a system in place for dedicated collaboration between groups.

As part of the development of the induction program, teachers who completed an Induction program within the past three years were invited to complete a survey that asked them about the strengths and challenges of the program that they completed. We surveyed teachers from not only CSSD, but also some of the partner schools that will be working with CSSD TIP. The data from this survey was shared with the different educational partners groups as mentioned above to be able to make decisions in the creation of the program and continued progress monitoring. We also surveyed the mentors who worked with the teacher candidates to get feedback about mentor support that each program offered.

[Teacher Candidate Reflection and Feedback on Outside Teacher Induction Program](#)  
[Mentor Reflection and Feedback on Outside Teacher Induction Program](#)

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>Beginning in Year 1 of the approved induction program, candidates, mentors, and administrators will all have a survey described in Common Standard 4 that will serve as a yearly feedback mechanism to drive qualitative data informed decision making.</p> <p><a href="#">Candidate End of Year Survey</a>  <a href="#">Mentor End of Year Survey</a></p> <p>CSSD TIP has created an <a href="#">Advisory Board Chart</a>, discussed more in the next section, to monitor data for continuous improvement. Faculty and mentors are invited to join the Advisory Board. During the biannual scheduled meetings with the Advisory Board, the data that is collected as described in Common Standards 4 and 5, is shared so that all educational partners can provide data informed feedback to improve the quality of the CSSD TIP.</p> <p>Additionally, on the CSSD TIP website has a contact us feature, soliciting input from any person who would like to be involved in the CSSD TIP. <a href="https://altusuniversity.com/contact-us/">https://altusuniversity.com/contact-us/</a></p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</p>	<p>Beginning in the Fall 2021 the CSSD TIP development team started attending the Annual CTC Induction Conference. The Curriculum, Professional Learning and Accreditation Administrator and the staff member identified to be CSSD TIP Coordinator once the program is approved will continue attending the annual conference yearly to continue its collaboration with colleagues to improve the educator preparation program. Additionally, CSSD TIP administrators have been invited to participate in the regional collaboration of induction programs hosted by San Diego County Office of Education. In these region meetings, CSSD TIP will collaborate with universities and other institutions that offer an induction program.</p> <p>Additionally, CSSD TIP will conduct biannual Advisory Board meetings with a member of the TK-5 educational setting, 6-12 administrators from the participating schools who have MOUs with CSSD TIP, Alliant International University, the mentors, Faculty of CSSD TIP, and administrators with CSSD TIP. <a href="#">Advisory Board Chart</a>. The data that is collected as described in Common Standards 4 and 5 is shared to inform continuous improvement along with new research, innovations, and trends from the educational community. The advisory board will also have the final say in the clear credential recommendation process. During the July advisory board meeting, the CSSD TIP Coordinator will bring the end of year data for the advisory board to review. The schools listed in the advisory board graphic are all schools that signed initial MOUs with the CSSD TIP program in Stage II of the application. The MOU includes both data sharing and the request for collaboration. For the Post-Secondary school member of the advisory board, Alliant International University has agreed to participate. <a href="#">Confirmation of Advisory Board Participation Email</a></p>



Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field based supervision and clinical experiences.</p>	<p>The CSSD TIP understands the value of providing the Induction Program with sufficient resources for the effective operation of the program. Aside from the administrators of the program, there is additional faculty, mentors, technology representative, credential analyst, marketing, HR, and administrative support. Additionally, resources are provided in the DocuSign envelops for the candidate applications and the Microsoft Office 365 licenses needed to complete the activities in Microsoft Teams Classroom. The Faculty that is providing professional learning to the candidates include School Site Coordinator, Special Education Coordinator, Equity and Inclusion Administrator, School Counselors, and the Curriculum and Professional Development Coordinator. These are all positions that currently exist with the Charter School of San Diego and will be embedded in the job descriptions upon approval of the CTC program. A chart with the personnel positions and responsibilities can be seen here: <a href="#">Personnel Positions and Responsibilities Chart</a></p>
<p>The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.</p>	<p>Tim Tuter, Executive Director and Unit Head of CSSD TIP, has authority within his job to oversee the program. Tim oversees the instructional program, curriculum and professional development, and operations. Within the scope of his job, he oversees the CSSD TIP through weekly huddle meetings that currently includes the Curriculum and Professional Development Coordinator will include CSSD TIP Coordinator. In those weekly huddle meetings, he will be able to make data informed recommendations and support the induction program based on needs of teachers and faculty. The Unit Head will also work with CSSD TIP Coordinator and Curriculum and Professional Development Coordinator to make sure all induction program requirements form the CTC and changes are implemented with fidelity, adhering to all timelines for accreditation and requests for data.</p>
<p>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>	<p>Current recruitment strategies include recruiting from local universities that have diverse teacher candidates. CSSD strives to have a representative faculty that mirrors the student population. To achieve that, the HR administrator reaches out to universities that high levels of diversity. Schools such as SDSU (<a href="https://sacd.sdsu.edu/">https://sacd.sdsu.edu/</a>) and Cal State San Marcos (<a href="https://www.csusm.edu/equity/index.html">https://www.csusm.edu/equity/index.html</a>) have programs in place to support future teachers of color to diversify the faculty. To support excellence, CSSD has a rigorous application process that includes written responses, first level interviews with Instructional Leadership and second level interviews with Senior Leadership.</p>

The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to:

- a) current knowledge of the content;
- b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems;
- c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and
- d) demonstration of effective professional practices in teaching and learning, scholarship, and service.

See job descriptions below. The following are all positions within CSSD TIP. The Curriculum and Professional Development Coordinator, along with CSSD TIP Faculty, will facilitate the instruction in the candidate coursework. The mentors will focus on supervising the candidates in the field based and clinical experiences.

The minimum qualifications for each of the faculty is (each title is linked to the job description):

[Job Description: Curriculum, Professional Learning & Accreditation Administrator](#)

- Master's Degree in Curriculum and Instruction, or related field
- Valid California Administrative Services Credential desired
- Five (5) years related experience in leadership
- Five (5) years of successful teaching, coaching, professional learning, and/or administrative experience
- Knowledge of UDL and personalized learning
- Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation
- Valid California driver's license

[Job Description: CSSD Teacher Induction Program Coordinator](#)

- Master's Degree in Education, Curriculum and Instruction, or related field
- Valid California Administrative Services Credential
- Five (5) years related experience in educational leadership
- Five (5) years of successful teaching and/or administrative experience
- Five (5) years of successful mentoring, coaching, and/or leading professional learning
- Knowledge of UDL and personalized learning
- Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation
- Knowledge of CTC requirements for credentialing

[Job Description: CSSD Teacher Induction Program Faculty](#)

- Valid California Administrative Services Credential, Teaching Credential, or PPS Credential
- Current knowledge of content including standards and frameworks if applicable
- Current knowledge of dashboard accountability system and Dashboard Alternative School Status accountability system
- Five (5) years of successful teaching, counseling, and/or administrative experience
- Knowledge of UDL and personalized learning
- Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation
- Demonstration of effective professional practices in teacher and learning, scholarship, and service

[Job Description: CSSD Teacher Induction Program Mentor](#)

- Five (5) years of experience in teaching
- Three to Five (3-5) years of positive Compliance/Audit results
- Three to Five (3-5) years effective teacher evaluations
- Knowledge of UDL and personalized learning
- Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation
- Evidence of school culture
- Supervisor recommendation

[Job Description: CSSD Teacher Induction Program Credential Analyst](#)

- Ability to be certified under the Department of Justice Fingerprint Rolling Certification Program
  - Legal CA residence

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<ul style="list-style-type: none"> <li>▪ Minimum age of 18</li> <li>▪ Satisfactory completion of prescribed application and criminal background investigation</li> <li>○ Training and experience that clearly demonstrates the knowledge and skills of credentials</li> <li>○ Minimum 2 years of experience in a school district or university credentials office</li> <li>○ Experience must include complex record keeping, high level of interpersonal contact</li> <li>○ Personnel/credential experience is preferred</li> </ul>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>CSSD TIP has a process in place for monitoring credential recommendations. See <a href="#">Credential Recommendation Flow Chart</a>. Upon the completion of Year 2 in the program, the mentor saves all coaching logs to the candidate’s Microsoft Teams Classroom OneNote and updates the program completion requirements in the tracker. The candidate submits portfolio documents to the mentor to ensure that the completeness and the mentor provides any feedback for improvement. Once the portfolio is finalized, the candidate submits the portfolio through Microsoft Teams for the CSSD TIP Coordinator to review. The CSSD TIP Coordinator reviews all of the program requirements in the tracker, the coaching logs within Microsoft Teams, and the portfolio submitted. If the CSSD Coordinator finds any areas for improvement, the portfolio goes back to the mentor and candidate for improvement. If the portfolio and program completion documents are complete and meet the quality standard, the CSSD TIP Coordinator brings the recommendation for clear credential to the Curriculum, Professional Learning and Accreditation Administrator.</p> <p>The Curriculum, Professional Learning and Accreditation Administrator reviews the documentation and makes the final recommendation for the clear credential. If the clear credential is recommended, the CSSD TIP Coordinator works with the Credential Analyst to make sure all additional authorizations have been completed as well to submit the application for clear credential to the CTC. If the Curriculum, Professional Learning and Accreditation Administrator does not recommend the clear credential, specific feedback about why it was not recommend is provided to the candidate and mentor within 30 days of the Curriculum, Professional Learning and Accreditation Administrator finding. The Candidate has 30 days after receiving the feedback to meet with mentor and CSSD TIP Coordinator to respond to the Curriculum, Professional Learning and Accreditation Administrator feedback and create a plan to meet the requirements from the Curriculum, Professional Learning and Accreditation Administrator. The Candidate has an additional six months to resubmit the portfolio to the Curriculum, Professional Learning and Accreditation Administrator.</p>

## Common Standard 2 – Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p>	<p>The link to the website detailing admission requirements is <a href="https://altusuniversity.com/admissions/">https://altusuniversity.com/admissions/</a>. The program enrollment requirements includes the following:</p> <ul style="list-style-type: none"> <li>• Possession of a Level 1 or preliminary credential with induction as a renewal requirement.</li> <li>• Currently employed with a school or district with a current agreement on file.</li> <li>• Agreement with employing school or district.</li> <li>• Program will be at no cost to candidate with completion of service requirement.</li> </ul>
<p>The education unit 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.</p>	<p>Current recruitment strategies include recruiting from local universities that have diverse teacher candidates. CSSD strives to have a representative faculty that mirrors the student population. To achieve that, the HR administrator reaches out to universities with high levels of diversity. Schools such as SDSU and Cal State San Marcos have programs in place to support future teachers of color to diversify the faculty (<a href="https://sacd.sdsu.edu/">https://sacd.sdsu.edu/</a> and <a href="https://www.csusm.edu/equity/index.html">https://www.csusm.edu/equity/index.html</a>). To support excellence, CSSD has a rigorous application process that includes second level interviews with Senior Leadership and written responses. To that end, the teacher candidates who are admitted in the CSSD Teacher Induction Program will be diverse as the teachers recruited for CSSD are diverse. The Teacher Induction Program Coordinator will work closely with the HR Department, Curriculum and Professional Development Coordinator and the mentors to provide support and advice so that they stay engaged in their teaching assignment.</p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</p>	<p>As teachers with preliminary credentials are hired, the HR Administrator will recommend them to the program and provide them with the website to find out more information and the <a href="#">Program Flow Chart</a>. Once the application is received by the Teacher Induction Program Coordinator, they will meet with the teacher candidate provide induction program to make sure that all parts of the program are understood. This meeting will also include information for the mentor match, the requirements for the induction program, how to use their Teams account for collaboration and to maintain their ILP.</p> <p>There are many different personnel positions who are available to support, advise, and place candidates as well as support the assessment cycle for continuous improvement. From the beginning of the admission process, the CSSD TIP Coordinator reviews applications and in collaboration with the Curriculum, Professional Learning and Accreditation Administrator, places candidates with a mentor that matches their credential and/or teaching assignment. The mentor is the first level of support to the candidate for advisement purposes. If the mentor is unable to help with advisement, the candidate can get additional support from the credential analyst if the question relates to the clear credential process, or the CSSD TIP Coordinator if the question is an another area. If the CSSD TIP Coordinator is unable to support, the next level of support is with the Curriculum, Professional Learning and Accreditation Administrator or the Unit Head. All of the candidates have an open door policy with direct support from CSSD TIP Leadership. <a href="#">Personnel Positions and Responsibilities Chart</a></p>
<p>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.</p>	<p>Progress monitoring will be with mentors through ILP that is on the Teacher Induction Program Teams Classroom. Microsoft Teams Classroom is a learning management system that allows candidates a place to keep all of their assignments and announcements organized. While for the CSSD TIP Program there are no "assignments" in the traditional sense, Microsoft Teams allows timestamping for the submission of assignments, so function will be utilized to timestamp when the important parts of the ILP process are completed to include but not limited to: the ILP self assessment, observation cycle, middle of year and end of year reflections, middle and end of year surveys and the final portfolio.</p>



Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>The mentors are trained in using Microsoft Teams Classroom using the <a href="#">Mentor Teams Classroom Training Manual</a>. All candidates and mentors will be assigned a Microsoft TEAMS account that includes Microsoft TEAMS Classroom. Each Classroom has various channels in which the mentor and candidate will be able to access various tabs such as Files, Staff Notebook, Reflect, Professional Learning Portal, and Calendar. Microsoft TEAMS members can also post a conversation that will be visible to all members within the channel, which allows for collaboration.</p> <p>The Staff Notebook allows for collaboration between mentors and candidates with the ability to write notes or post resources and will be the primary way for candidates to post the evidence of student growth as required by the ILP. The Content Library holds materials such as rubrics, policies and procedures, due dates, and CSTP standards and the Personal Folder is a storage space for individual information such as mentor meetings, observation plans, and the ILP.</p> <p>In Microsoft TEAMS mentors will be able to create assignments, which again is used to monitor the completion status of required components of the program. These required components include ILP self reflection, middle of year self reflection, end of year self reflection, the submission of the middle of year and end of year surveys, and the ILP goal completion rate. Mentors and the CSSD TIP Coordinator can also provide feedback for the candidates utilizing the Assignment Application. Through this part of Microsoft Teams, candidates will be able to view the outcome of their submitted assignments, evaluative feedback, see progress through program completion, and ask questions as needed.</p> <p>Mentors will also utilize the Calendar within the channel to support candidates with accountability. The Microsoft Teams Classroom has the calendar tab along the top of the Team. The CSSD TIP Coordinator will load the important dates and deadlines for each cohort before the candidates begin the program. The mentor will use the calendar function with the candidates during the weekly mentor sessions to ensure that the candidates meet all of the deadlines and professional learning sessions for the program. Candidates who need additional support will receive added professional learning through Professional Growth Training and/or more than the average of one hour of required of mentor support.</p>



### **Common Standard 3 – Course of Study, Fieldwork and Clinical Practice**

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.</p>	<p>The Charter School of San Diego has a diverse student population. 60% of students are Hispanic/latino/a/x, 9% black/African American, 17% white, 70% Socio Economically Disadvantaged, 23% students with disabilities, 14% English Learners, 15% GATE, and 5% unhoused. With the diverse student population, the professional learning system uses research based strategies for improving teaching and learning. Candidates can also participate in professional learning sessions by experts within different curriculum departments. These experts are trained by local County Office of Education providers in the latest research based instructional strategies. Our curriculum experts then train our candidates in utilizing those strategies within our instructional model to engage our students. With monthly formal group collaborative professional learning sessions, CSSD TIP candidates will also be meeting with mentor for individual and cohort coaching. Cohort coaching opportunities will be created with a mentor has several mentees with similar ILP goals. These cohort coaching sessions are an opportunity to connect mentees to collaborate and expand a mentee’s network. The cohort coaching can be specialized professional learning, but can also be group observations of expert teachers, or visits to partner schools that demonstrate exceptional practice in a specific ILP area. Not only are there cohort type professional learning that is aligned to supporting new teachers within the school to utilize the instructional data to differentiate instruction, but other sessions will also be observations of instruction and student interactions along with coaching as the teacher candidates are working towards their ILP goals and case studies within their ILPs.</p>
<p>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</p>	<p>Each site based supervisor, also referred to as mentor, will pair with a candidate, that has the same credential type and/or teaching assignment that the candidate needs to clear. The rationale for each pairing will be documented and tracked by the CSSD TIP Coordinator. In order to be selected as a mentor, an application must be completed. Once selected, the mentor will complete a three day training to ensure that the candidate is supported appropriately with adherence to all program requirements. <a href="#">Mentor Training Example</a></p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Mentors are selected based on years of experience and annual scorecard evaluation results. Potential site based supervisors are required to submit an application that includes prior job/leadership experience, current credential held, and a narrative of why they would like to be selected. Once a year, the Leadership Team at CSSD will review applications of the potential site based supervisors, the most recent scorecard evaluations of potential site based supervisors, and the applications of teacher induction candidates and make the recommendation of who to select based on capacity and capability assessments.
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Site based supervisors, also referred to as mentors, will be trained in supervision through the three day mentor training. CSSD TIP will provide for a yearly three day training for all mentors. During this training, all new mentors will be required to attend the three day training. Returning mentors will be invited to attend the full three days, but will only be required to attend the third day of the training . The mentors also attend the Executive Studies quarterly professional learning sessions to continue their leadership development. At the end of each year, site-based supervisors are evaluated based on the performance outcomes of their CSSD TIP candidates toward meeting ILP goals and their survey results from the teacher candidates. At the end of the year, at the annual employee luncheon, mentors will be recognized for the additional leadership that they are providing to the school by being a mentor.

All programs effectively implement and evaluate fieldwork and clinical practice.

All programs will effectively implement fieldwork and clinical practice through the Individualized Learning Plans (ILP) that are created between the candidate and the mentor. Within the ILP, candidates begin with a self assessment and the development of SMART goals with their mentor that the candidates will use to fuel their focus for the year. Within the ILP, the candidates become action researchers and choose students for a case study for which they will be collecting data and reflecting based on the CSTPs. As part of their action research, candidates, with the support of their mentors, will choose qualitative and quantitative student data to show evidence and impact of their work and collect/contain the evidence with their Microsoft Teams Classroom. Through the observation cycle, mentors will also be able to provide the candidate with specific instructional support that will assist the candidate in meeting the CSTP and their ILP SMART goal. The candidate must complete two observations per year, but have choice as to how they meet that requirement. Prior to the observation, the mentor and candidate will meet to discuss the focus of the observation, which must be aligned to one of their ILP goals. At least one of the two observations per year must focus on instruction, whether one on one instruction or group instruction, or the observation of an IEP for educational specialists. The full choice in the observation cycle is outlined below:

Mentor observes candidate

- Teaching group instruction
- Teaching one on one instruction
- New student enrollment intake
- Conducting IEP meeting (educational specialists only)

Candidate observes mentor or other expert teacher recommended by mentor

- Teaching group instruction
- Teaching one on one instruction
- New student enrollment intake
- Conducting IEP meeting (educational specialists only)

To evaluate the fieldwork and clinical practice, mentors will complete the observation cycle with the candidates and provide feedback to assist in the ILP goal completion utilizing an observation form. Candidates will also complete in the mid-year self reflection where candidates and their mentor reflect on their progress towards their ILP SMART goals and

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>adjust their ILP goals as necessary. <a href="#">See ILP example</a>. During that time, the candidate and mentor will be able to review the SMART goals from the ILPs, evidence collected in the action research case study and make data informed decisions to adjust any goals or support as necessary so that candidates will be successful in completion of goals by the end of the year. Another opportunity to evaluate the fieldwork is through the middle of year candidate survey where they will evaluate the effectiveness of the observation cycle and have an opportunity to provide feedback regarding the observation. At the end of the year, fieldwork and clinical practice is evaluated through the goal completion and the post-assessment results from the ILP. Additionally, at the end of the 2 year program, candidates will reflect back on their evidence collected in the Teams Classroom from each year of their action research, along with their self reflections within their ILP and observation cycle notes, and complete a reflection outlining their work and student impact.</p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.</p>	<p>As mentioned previously, The Charter School of San Diego has a diverse student population. For the 21-22 school year, there was an overall student population that included: 60% of Hispanic/Latino/a/x, 9% black/African American, 17% white, 70% Socio Economically Disadvantaged, 23% students with disabilities, 14% English Learners, 15% GATE, and 5% unhoused. The Charter School of San Diego has been recognized as a Dashboard Alternative School Status (DASS) by the California Department of Education. The School has an <b>unduplicated</b> count of at least 70 percent of the school's total enrollment comprised of high-risk student groups: expelled, suspended more than 10 days in a school year, wards of the court or dependents of the court, pregnant and/or parenting, recovered dropout, habitually truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level transiency, foster youth, and homeless. This diverse student population allows teacher candidates significant experience working with this range of students. With the majority of students being from underserved populations, CSSD TIP partners with schools with similar demographics and that also have the DASS status recognition by the California Department of Education. This gives our teacher candidates specialized support for their students.</p>



## Common Standard 4 – Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
<p>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.</p>	<p>CSSD TIP is on a cycle of continuous improvement. Utilizing the ADLI framework from the Baldrige Performance Excellence Program, CSSD TIP Approaches (A), Deploys (D), Learns (L) and Integrates (I) to regularly assess the effectiveness of the course of study offered, fieldwork and clinical practice, and support services.</p> <p><a href="#">CSSD TIP ADLI Framework for Continuous Improvement</a></p> <p><a href="#">CSSD TIP ADLI Chart</a></p> <p>For the course of study, CSSD TIP will offer Professional Learning that is aligned to the CSTPs, so candidates will have additional support to meet ILP goals. This will allow all candidates authentic collaboration surround CSTPs and collaborate on ILP goals and support the action research. The <a href="#">Professional Learning Plan (Course of Study)</a> is located here and is elaborated upon next in this section.</p> <p><i>Course of Study:</i></p> <p>The <b>approach</b> is to have the candidates complete the self-assessment at the beginning of Year 1 and Year 2. The mentors will collaborate with the Curriculum, Professional Learning and Accreditation Administrator, the CSSD TIP Coordinator and the Faculty to adjust the professional learning session focused on the areas that the candidates have indicated they need support. For example, looking at the self-assessment results, there is trend data to show that the majority of the students scored themselves low in monitoring student learning and adjusting instruction while teaching, then the Faculty for that session would be able to add in additional support and strategies to the specific portion of the professional learning.</p> <p>Each PL session is <b>deployed</b> once per year for a total of six professional learning sessions for Year 1 and six additional sessions for Year 2. They cover the same standards, but as Year 2 teachers will have a different foundation of knowledge than the Year 1 teachers, they will be</p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>in a separate professional learning session. Each of the professional learning sessions is recommended based on the CSTP that the candidate is focusing on for that year. The mentors will collaborate with the candidates to recommend professional learning sessions to support the work with their ILP goals and attendance will be required for at least two of the three session offered. All staff employed at CSSD, and partnering schools with MOUs, have access to the Professional Learning Portal, <a href="#">seen here</a>, where participants can register for, and receive communication regarding professional learning within CSSD TIP. The AU Portal is run through Microsoft Office 365, so the same access provided to candidates for their CSSD TIP Teams Classroom provides them access to the registration Microsoft Sharepoint site. <a href="#">Professional Learning Plan (Course of Study)</a></p> <p><a href="#">Example of CSTP 1 Professional Learning Session</a></p> <p>Professional learning is also required for the Faculty and mentors of the CSSD TIP. Mentors will have three days of training where they will learn about creating a trusting environment for the candidates, how to utilize Teams Classroom, major due dates, the observation cycle, and how to supervise candidates. <a href="#">Mentor Training Example</a>. <a href="#">Mentor Teams Classroom Training Manual</a></p> <p>Faculty will have one professional learning session annually focusing on Adult Learning Theory with time to reflect on their own professional learning session so that they can structure their teaching appropriately for adult learners. <a href="#">Example of Faculty Training on Adult Learning Theory</a></p> <p>After the Course of Study is deployed, data is gathered and analyzed during the <b>learning</b> phase. Each candidate professional learning session has an evaluation that is aligned to the CSTPs so that the faculty can evaluate the relevance of the professional learning, see candidate satisfaction results from the professional learning, and get input from the candidates about ways the professional learning can be improved for the next session. The evaluation also has a place for the candidate to indicate any areas for the mentor to follow up or for additional training.</p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>To <b>integrate</b> the learnings, the Faculty will review the evaluations and reflect on the recommended changes and the other evaluative data to make sure the professional learning session was effective in its' goals. The Faculty and the Curriculum, Professional Learning and Accreditation Administrator will review and analyze the results of the evaluation and have the opportunity to make adjustments to future sessions. The Curriculum, Professional Learning and Accreditation Administrator will also share results with the CSSD TIP Coordinator so that the mentors can follow up with candidates if necessary, based on evaluation feedback.</p> <p><i>Fieldwork and Clinical Practice:</i></p> <p>The <b>approach</b> for the fieldwork and clinical practice centers on the candidate's ILP goals and the action research plan they have in place. The mentor works with the candidate to do a self-reflection on the CTPS and identifies opportunities for growth. Using that self-evaluation the candidate then, with the mentor's guidance, identifies the three CTPS that will be the focus for the year. For each CSTP that the candidate focuses on, they create a SMART goal that will be the focus of their year, as well as design an action research plan for which they will collect student growth data and evidence. During the approach phase, mentors and candidate will begin conversations about the observation cycle and identify which observation type would be most beneficial for the ILP goals created.</p> <p><b>Deployment</b> for fieldwork and clinical practice is the actual work of meeting the SMART goal developed in the approach phase. Throughout the year, the mentor will be working with the candidate specifically through coaching sessions, observations, cohort coaching sessions, in professional learning opportunities so that the candidate meets their ILP goals. In each of those sessions, the mentor will work with the candidate on reflecting on what is working and challenges to overcome. The mentor will also complete two observations as part of the observation cycle, with one being specifically observing instruction and then another observation of their choice. Prior to the observation, the mentor and candidate will meet to determine the focus of the observation, aligned to one of their ILP goals. During the observation, a formal observation form will be completed to address the areas of focus.</p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>The <b>Learning</b> from the clinical practice and fieldwork comes in a several of different forms. First, the mentor collects anecdotal information from the coaching sessions and is able to learn what has been working and what needs to change. Secondly, the mentor and candidate will debrief from the observations that have been completed as a part of the observation cycle. Additionally, the candidate completes the MOY and EOY surveys where data is collected and used to enhance the mentor and candidate’s collaboration towards meeting the ILP goals. Also, the progress with the action research case studies allows for the mentor to review student growth data and evidence uploaded into the Microsoft Teams Classroom Notebook to discuss at the mentor coaching sessions. These learnings are communicated to the CSSD TIP Coordinator during the monthly mentor meetings held with the CSSD TIP Coordinator. All of these avenues from the learning portion help to refine the ILP goals and support plan from the mentor.</p> <p>After the mentor and candidate have collected data from the learning phase, the <b>Integration</b> stage occurs when the mentor adjusts the coaching sessions or makes new recommendations for professional learning based on what was learned during the learning phase. Since the ILP is a living document, the mentor and candidate can work together to make changes to the ILP goals or action plans or even make adjustments to the action research study. The mentor can also communicate with the CSSD Tip Coordinator and Faculty if there are programmatic changes or shifts in professional learning that are recommended to occur based on the learning from the work with the candidate.</p> <p><i>Support Services:</i></p> <p>For the support services for candidates, the <b>approach</b> is to make sure there is a clear plan for deadlines and submission activities. Clear communication of the process and the deadlines is critical for the success of the candidates. The support services personnel will work closely with the CSSD Tip Coordinator so that deadlines are made known along with the communication process. These deadlines will then be added to the calendar within the Microsoft Teams Classroom for the candidates as well as the process for clearing the credential. Support staff will also be in email communication with the same deadlines and process updates. Candidates will receive the information in a variety of ways, at the</p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>beginning of year one, the end of year one, and end of Year 2 so candidates will be able to complete the steps in order to clear their credential.</p> <p><b>Deployment</b> in this phase the actual support is given to the candidates. This is when the advising occurs, the process for clearing the credential is distributed, the deadlines are calendared, and support personnel is available to answer any questions or give additional guidance along the way.</p> <p><b>Learning</b> occurs in this stage with feedback from the candidates on additional questions that have not been answered or perhaps were not clearly communicated at the beginning (or end) of the year. In this phase the EOY and MOY survey results are analyzed specifically regarding support for the candidates. The CSSD TIP Coordinator will use the responses from the surveys to trend the themes presented in the survey responses. Since CSSD TIP will also continue to support candidates who complete the CSSD TIP for at least a year after the program ends, the CSSD TIP Coordinator will utilize the Year 2 End of Year survey to create a plan for the additional year of support.</p> <p>The results of the learning are <b>integrated</b> into future cycles of support. The CSSD TIP Coordinator will review the survey results and work with the support personnel to update process and make recommendations for future communication and support services. CSSD TIP will continue to support CSSD TIP candidates for up to a year after they complete the program. To provide appropriate support to the candidates who completed the CSSD TIP program for the additional year, the year 2 End of Year survey results will be integrated into the support plan.</p>
<p>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p>	<p>CSSD TIP regularly and systematically collects, analyzes, and uses candidate and program completer data to reflect on the effectiveness of unit operations and to improve programs and their services. CSSD tip takes a six stage approach to evaluating the effectiveness of unit operations and to improve programs and their services: planning, data collection, data analysis, feedback and reporting, integration, and evaluation. <a href="#">Program Effectiveness Evaluation Cycle Graphic</a></p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>Within that six stage unit assessment system, each participant of CSSD TIP has an important role as seen in the <a href="#">Assessment Cycle Roles and Responsibilities Chart</a>.</p> <p>The main participants of the unit assessment cycle are the CSSD Leadership Team: Unit Head, Curriculum, Professional Learning and Accreditation (CPLA) Administrator, and the CSSD TIP Coordinator, in conjunction with the work from the Advisory Board. Other key members include the Faculty, Mentors, and Candidates.</p> <p><b>Planning:</b> The planning year starts in July prior to CSSD TIP start date. The CSSD TIP Leadership Team reviews the data reporting plan and the survey process and deadlines. Additionally, in January, the CSSD TIP Coordinator ensures the deployment of the MOY Candidate and Mentor surveys. Later in May, the CSSD Tip Coordinator ensures the deployment of the EOY candidate, mentor, and administrator surveys.</p> <p>The Faculty during this phase reviews the goals for their professional learning sessions as well as the CSTP and evaluation metrics for the evaluations that will be completed at the end of each professional learning session.</p> <p>The mentor responsibilities during the planning stage includes to review the surveyed due dates set by the CSSD TIP Coordinator and the data collection process to make sure the mentor understands the importance of getting data back on time. The candidate reviews the program due dates that are in the Microsoft Teams classroom calendar as well as the submission process in Microsoft Teams classroom.</p> <p><b>Data Collection:</b> On a monthly basis, the candidate and mentor are collecting evidence of student growth to support their action research case studies and ILP goals that they created in their ILP. Within their ILP, Candidates are asked to choose four to five students to implement specific changes to their instructional program as a part of action research within their CSTP goals. The evidence of student growth can include, but is not limited to: attendance rates, chronic absenteeism, credit completion rates, student achievement on NWEA, CAASPP interim</p>

Common Standards	Narrative Describing How the Institution Meets the Standard— hyperlink to supporting documentation
	<p>and/or summative assessment results, ELPAC results, college and career indicator dashboard results, or student confidence growth.</p> <p>For the data collection phase, the CSSD TIP Leadership Team monitors that student growth data is being collected by the mentors and candidate in the Teams Classroom. The CSSD TIP Leadership Team also ensures that the evaluations are being reported for the Professional Learning results. In January, the CSSD Leadership Team insures that the MOY mentor and candidate surveys have been deployed and, in July, ensures the EOY surveys have been deployed. On a biannual basis, the CSSD Leadership Team ensures that data the professional learning evaluation data to provide timely and actionable feedback to the Faculty. All of this coordination and communication occurs during the monthly CSSD TIP Leadership Team meetings.</p> <p>The Curriculum, Professional Learning and Accreditation (CPLA) Administrator works very closely with the CSSD Tip Coordinator for data collection. In August they are both reviewing the ILP self assessment that has been collected through Teams Classroom. On a monthly basis they both are monitoring the evidence of student growth is being collected in Teams Classroom.</p> <p>On a monthly basis the CPLA Administrator also looks at the professional learning evaluation data to provide timely and actionable feedback to the Faculty. The CPLA Administrator also aggregates the professional learning evaluation data in November, and May and once each semester’s PL sessions have concluded. In January, the CPLA Administrator aggregates the cumulative middle of year professional learning attendance for the candidates, and then again in July for the cumulative professional learning attendance. The CPLA Administrator also aggregates the end of year professional learning evaluation results in July for all of the professional learning sessions.</p> <p>In December, the CSSD TIP Coordinator plans for and ensures that the middle of year candidate and mentor surveys have been deployed and completed. In July, beginning Year 2, the CSSD TIP Coordinator works with the CPLA Administrator to ensure the end of year candidate, mentor and administrator surveys results have been compiled.</p>

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	<p>The faculty also has a role in data collection. In August, the faculty will receive from the candidates the ILP areas of focus for that specific year and their personal ratings from their self assessment so that they can plan the professional learning sessions. On a monthly basis after each PL session, the Faculty receives professional learning evaluation results from the CPLA Administrator after their session concludes.</p> <p>The mentor’s role in the data collection begins in August with the aggregation the ILP self assessment areas to send to the CSSD TIP Coordinator and CPLA Administrator for to review the professional learning focus with the Faculty. In January, the mentors complete the middle of year mentor survey and make sure that the candidates are completing their middle of year candidate survey. In June, the mentor completes the end of year mentor survey and ensures that the candidates complete their end of year candidate survey. They also ensure that the administrators that oversee the candidates complete the end of year administrator survey. Each June, the mentor collects the end of year ILP goal completion of each of their candidates to provide to the CSSD TIP Leadership Team.</p> <p>In the data collection phase the candidate begins data collection in August when they complete their ILP self-assessment. On a monthly basis they are reviewing their individual student growth data with their mentor and adding the evidence of student growth. In January, the candidate completes the middle of year candidate survey. In June, the candidate completes the end of year candidate survey as well as the ILP goal completion through the end of year self-assessment. On a monthly basis, the candidate is collecting student growth data for their case study and adding it to their Microsoft Teams classroom notebook.</p> <p><b>Data Analysis:</b> Data analysis is completed by the CSSD TIP Leadership Team initially, followed by the data analysis by the Advisory Board. On a biannual basis, the CSSD TIP Leadership Team work together to analyze the student growth data that the candidates are adding to their Teams Classroom as well as the evaluation results from professional learning evaluations as they are completed. In February both the CSSD TIP Coordinator and CPLA Administrator create</p>



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	<p data-bbox="821 183 2032 448">middle of year analysis report to present to the Unit Head in February that includes the middle of year professional learning evaluation results, student growth data, and middle of year candidate and mentor survey data. In July, for end of year data, analysis is created by the CSSD TIP Coordinator and CPLA Administrator. The end of year data analyzed includes the professional learning evaluation data, the student growth data with any trends, the end of year candidate, mentor, and supervisor surveys, ILP goal completion rate, and program completion rate.</p> <p data-bbox="821 493 2032 678">The same analysis is also prepared for the Advisory Board in February and July; reviewing the middle of year data analysis in February and the end of year data analysis in July. Since the Advisory Board is comprised of stakeholders from the partnering schools, and a member of the post secondary community, key stakeholders are involved in the data analysis of the continuous improvement cycle. <a href="#">Advisory Board Chart</a></p> <p data-bbox="821 724 2032 794">The Faculty reviews the analysis of their own respective professional learning session data and meets with the CPLA Administrator to discuss analysis.</p> <p data-bbox="821 839 2032 1068">The candidates and mentors work together to analyze the student growth data monthly through their weekly mentoring/coaching sessions. In February, candidates and mentors work together to analyze the mid year progress towards the ILP goals and action research student growth evidence. In July, candidates and mentors analyze the results of the end of year student growth data and ILP goal completion. The end of year data analysis ends with the candidate completing an end of year self assessment and reflection.</p> <p data-bbox="821 1114 1157 1144"><b>Feedback and Reporting:</b></p> <p data-bbox="821 1154 2032 1414">The CSSD TIP Coordinator reports out on a monthly basis the data analysis from the student growth data to the CSSD TIP Leadership Team. In February, the CSSD TIP Coordinator collaborates with the CPLA Administrator to create the middle of year data analysis presentation for the Advisory Board meetings, as well as the middle of year CSSD TIP update to the CSSD TIP Leadership Team. In July, the CSSD TIP Coordinator collaborates again with the CPLA Administrator with an end of year presentation for the Advisory Board meeting and end of year CSSD TIP presentation to the CSSD TIP Leadership Team.</p>

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	<p>During the feedback and reporting stage the Unit Head is on the receiving side of the feedback and reporting. The Unit Head reviews the feedback and reporting from the CSSD TIP Coordinator on a monthly basis with the student growth data analysis. The unit head is also at the February middle of year CSSD TIP presentation and July end of year CSSD TIP presentation. It is during these formal presentations that the Unit Head collaborates with the other members of the CSSD TIP Leadership Team.</p> <p>The Advisory Board’s role in the feedback and reporting stage is similar to the Unit Head where they are on the receiving side of the feedback and reporting, but then they are able to provide additional feedback during the presentations to add to the analysis or to provide feedback to any of the data informed ideas presented to the Board. In February, the Advisory Board is reviews the middle of year presentation by the CSSD TIP Coordinator for continuous improvement. In July, the Advisory Board is reviews the end of year presentation by the CSSD TIP Coordinator to evaluate CSSD TIP’s effectiveness.</p> <p>The CPLA reports the to the Faculty, on a monthly basis, the results and analysis of the evaluations from their professional learning sessions. In February and July, the Faculty members are invited to participate as an Advisory Board member where they are able to provide feedback through that Advisory Board meeting about the middle of year and end of year data respectively.</p> <p>On a weekly basis, the candidate and mentor collaborate together and the mentor is able to provide feedback to the candidate about specific goals and action plan items within their action research study. The mentor also provides feedback in February and in July as invited members to the Advisory Board meeting about middle of year and end of year data respectively. In March the mentor reviews the middle of year candidate survey analysis with the CSSD TIP Coordinator . In August, the mentor reviews the end of year candidate and administrator survey analysis with the CSSD TIP Coordinator.</p> <p><b>Integration:</b></p>

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	<p>The integration phase of the cycle begins with collaboration of the CSSD Leadership Team. On a biannual basis, they are working together to use student growth data analysis and professional learning evaluations to refine the professional learning plan as necessary. This analysis also allows the CSSD Leadership Team to work with the mentors on how to focus the coaching sessions and to suggest new or updated cohort coaching activities. In February and July, the CSSD TIP Leadership Team utilizes feedback from the middle of year and end of year Advisory Board meetings to adjust professional learning and mentoring suggestions as well as adjusting the ILP creation guidance as necessary. These changes must be approved by the CSSD TIP Leadership Team before they are integrated back into the CSSD TIP.</p> <p>The role of the Advisory Board is to make recommendations or adjustments to the program based on the data analysis and discussion from the middle of year Advisory Board meeting in February and/or the end of year Advisory Board meeting in July. The Advisory Board does not have programmatic change power, however the CSSD TIP Leadership Team approves all changes to the program.</p> <p>At the beginning of each year, in August, the faculty is integrating the professional learning session feedback from the previous year’s professional learning evaluations, feedback from the Advisory Board and from the CSSD TIP Leadership Team to adjust future professional learning sessions.</p> <p>On a weekly and monthly basis, the mentors are collaborating with the candidates to integrate new learnings and adapt ILP goals and case studies based on feedback they are getting from the weekly and monthly coaching sessions as well as informed by the evidence of student growth data. In March and August, the mentors make any adjustments to coaching and cohort sessions based on the data and recommendations by the CSSD TIP Leadership Team.</p> <p><b>Evaluation:</b> The evaluation of the program takes place annually in July during the EOY data review with the CSSD Leadership Team and the Advisory Board. At the end of the year in July, the CSSD Leadership Team in partnership with the Advisory Board, utilizes all of the data and data</p>

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	<p>analysis from the analysis stage, and the new data for any changes that were implemented mid year based on the middle of year data, and evaluates the effectiveness of the program. Evaluation metrics include the student growth data, mentor, candidate, administrator survey data, ILP goal completion rate, and the program completion rate.</p> <p>For long term evaluation of the CSSD TIP, there is a <a href="#">Multi-year Unit Assessment Cycle</a> so that the program can systematically review multiple years of data. Within the multi-year assessment cycle, the first year is focused on collecting data so that it can serve as a benchmark data year. For year two of the multi-year assessment cycle, the data collected is served to compare against year 2 to find any changes. The third year, and beyond of the multi-year assessment cycle is used to create trends with the data in order to get a bigger picture of the program impact and opportunities for continuous improvement.</p>
<p>The continuous improvement process includes multiple sources of data including</p> <ol style="list-style-type: none"> <li>1) the extent to which candidates are prepared to enter professional practice; and</li> <li>2) feedback from <i>key stakeholders</i> such as employers and community <i>partners</i> about the quality of the preparation.</li> </ol>	<p>CSSD TIP uses multiple sources of data that can be seen in the <a href="#">Annotated List of Data Sources</a>. On a monthly basis, evidence of student growth data is added into the candidate’s Microsoft Teams Classroom Notebook to support their action research and progress towards meeting their ILP goals. Candidates have flexibility in choosing the student growth data that best exemplifies how they are meeting their ILP goals. Candidates can use attendance growth, credit completion growth, chronic absenteeism decline, or the drop out rate to show evidence of ILP goals positively impacting student engagement. During the ILP creation, the mentor works collaboratively with the CSSD TIP candidate to identify any data that will show evidence of completion of ILP goals. Some of the data, referenced above, is provided on a monthly basis to all staff employed at CSSD and partnering schools with an MOU. <a href="#">See example of monthly Storybook</a>. Other data, such as formative assessments and qualitative data will need to be collected, with assistance from the mentor, during the weekly collaborative mentoring sessions. All partnering school utilize the same data collection process and communicate the data to their staff in the same way. All partnering schools also utilize NWEA and all data sharing is outlined in the <a href="#">MOU</a> that has been signed for schools partnering with CSSD TIP. NWEA, CAASP summative results for ELA and/or Math, credit completion, ELPAC results, or Lexile growth to show evidence of ILP goals positively impacting student learning. Candidates are not limited to the data sources that we have</p>

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	<p>identified as potential sources to show student growth. Candidates can also brainstorm with their mentor other data sources that shows student growth. Once an additional source has been identified, the mentor will get approval from the CSSD TIP Coordinator during one of their monthly meeting. As part of the data evaluation, the CSSD TIP Leadership Team reviews the end of year ILP goal completion rate. None of the data collected is used for evaluative purposes, but rather for the evidence of meeting the ILP goals. Safeguards are in place to ensure that the data is not used for evaluative purposes, including upfront disclosure to the administrator, candidate and mentors in the candidate orientation, triad meeting, and in the MOU that has been signed by the school administrator. Additionally, if at any time the candidate feels as if the ILP is being used in an evaluative manner, they can reach out to the CSSD TIP Leadership Team (CSSD TIP Coordinator, Curriculum, Professional Learning and Accreditation Administrator, and/or the Unit Head). If the CSSD TIP Leadership Team finds that the ILP is being used as an evaluative tool by a partnering school, then participation in CSSD TIP is in jeopardy.</p> <p>CSSD TIP also uses mentor survey results, candidate survey results, and administrator survey results to get feedback about the quality of the program. The mentor and candidate surveys are administered twice a year; administered first at the middle of the year in January and again at the end of the year in June. The administrator survey results are only administered once per year and it provides data from the perspective of the administrator who is directly supervising the candidate. All three of these sources provide valuable feedback on the quality of the program. The results of these surveys are reviewed by the CSSD Leadership Team and the Advisory Board. Another data source is the professional learning evaluation results.</p> <p>Professional learning completion is tracked and evaluations are given to candidates at the end of each professional learning session. These evaluations provide relevance and satisfaction rates along with questions created to measure the candidate’s confidence about each CSTP substandard that was taught in the professional learning session. This data point gives the Faculty quantitative data as to how prepared the candidate feels in each of the CSTP substandards. This also gives the mentor additional data to review to improve or direct mentoring follow up sessions with the candidate.</p>

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	<p>Candidates also provide data in their ILP self reflection that they complete within the first 30 days of enrollment in the program. With the support of their mentors, candidates reflect on their current practice and their competency in each of the CSTP and substandards. This self reflection is vital to the performing professional learning sessions so that each of the faculty members can tailor the professional learning session specifically for what each candidate needs in that session. Once the professional learning session concludes, the professional learning evaluation is completed by the candidates so that the faculty can see the effectiveness of their instruction. The Faculty is looking for candidate growth in self-reported CSTP competency from the self-reflection to the evaluation of the professional learning session.</p> <p>Lastly is the program completion rate. The beginning in year 2 CSSD TIP will have program completion data that is calculated by taking the number of candidates who successfully finished the program at the end of year two and dividing that by the number of candidates who started the program in year 1. With all of these data sources, and the assessment cycle mentioned above, there is a solid process for continuous evaluation of the program as well as data to measure the extent for which candidates are prepared to enter the profession.</p> <p>As mentioned previously, the Advisory Board meets twice a year to review the data collected by CSSD TIP. This includes the voice of the administrators that oversee the candidates. By sharing this end of year data with the Advisory Board, we are able to get feedback from community partners about the quality of the preparation of our candidates.</p>

**Common Standard 5 – Program Impact**

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<p>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</p>	<p>CSSD TIP Faculty will have specific yearly professional learning so that they are versed in the latest adult learning theory and administrators will lead specific professional learning sessions based on learning from the Annual Induction Conference. More An example of the professional learning can be found here: <a href="#">Example of Faculty Training on Adult Learning Theory</a>.</p> <p>CSSD TIP ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. CSSD TIP has a process in place to ensure that candidates have the necessary knowledge and skills to effectively educate and support all students. To achieve, this CSSD TIP has a system in place for assessing candidates and determining the continuum of proficiency of CSTPs, beginning with the ILP initial self assessment at the beginning of year 1. After that initial self-assessment, the candidate continues to reflect on their progress towards proficiency in each CSTP with their end of the year reflection and their case study progress and ILP goal completion. Additionally CSSD TIP has a <a href="#">Professional Learning Plan (Course of Study)</a> in place that focuses on teaching the knowledge and skills necessary to meet the CSTP's as well as teach the adopted California Common Core State Standards.</p> <p>CSSD TIP has a clear and concise set of standards and expectations for each of the candidates that is aligned with the CSTPs and provides the necessary resources and support for the candidates to meet those standards. This is done not only through the support personnel with advisement on the process of the program completion, but also through the mentoring available with each candidate's individual mentor. CSSD TIP has a system in place for ongoing professional learning and support of the candidates to continue to ensure that they continue to meet the CSTP requirements throughout their teaching practice while in the program. Throughout the student growth data and observation cycle, there are clear ways to determine that the candidate has demonstrated the knowledge and skills necessary to educate and effectively support students.</p>

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<p>The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.</p>	<p>Evaluation of CSSD TIP and demonstration on the positive impact on candidate learning and competence and teaching and learning is of great importance. As mentioned previously, CSSD TIP is a data rich school. On a formal basis CSSD TIP uses the end of year data presentations to the Advisory Board from the <a href="#">Multi-year Unit Assessment Cycle</a> is used to demonstrate that CSSD TIP is having a positive impact on candidate learning and competence and on the teaching and learning in schools they serve.</p> <p>Each candidate is able to show the positive impact they are having on teaching and learning and competence towards the CSTPs through their ILP. Within the ILP, candidates begin with a self assessment of their competence in each CSTP and works with their mentor to choose 3 CSTPs that they will be the focus of their year. After creating SMART goals around each of those 3 CSTPs, they select student growth data that will show evidence of meeting those goals. Additionally, the candidates are concurrently attending professional learning that is aligned to each CSTP and through the evaluation will rate their learning in each CSTP substandard. Mentors are also utilizing the observation cycle to directly observe the candidates demonstrate effective teaching and learning in their classrooms. Through the use of the middle of year and end of year surveys, CSSD TIP will get direct feedback on the candidate’s perception of their growth throughout the program. This will also be evidenced in the middle of year and end of year reflection that will be part of their final portfolio in Year 2.</p> <p>Through the review of candidate surveys, administrator surveys, mentor surveys, observation cycle feedback, ILP goal completion, evidence of student growth data from meeting the ILP goals, and professional learning evaluations, the Advisory Board evaluates the CSSD TIP’s impact on candidate learning and competence towards the CSTPs, which ultimately impacts teaching and learning in schools. <a href="#">Candidate Demonstration and Evaluation of Impact Chart</a></p>