

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

Institution	Madera Unified School District	Program	TEACHER INDUCTION
Date of Review	November 2021		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1, 5
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Components of the Mentoring Design	Reviewers could not find evidence of utilization of theory and research guiding the program’s mentoring design.	<p>The Madera MIC Program is based on tenants from Cognitive Coaching, Instructional Coaching, The Continuum of Teaching Practice, and Adult Learning Theory.</p> <p>Cognitive Coaching Costa, Arthur L. and Garmston, Robert J. Cognitive Coaching; A Foundation for Renaissance Schools Christopher-Gordon Publishers, Inc., 2002</p> <p>Adult Learning Theory Knowles, M. and Associates. Andragogy in Action: Applying Modern Principles of Adult Learning.</p>

		<p>San Francisco: Jossey-Bass, 1984.</p> <p>How People Learn Commission of Developments in the Science of Learning: Bransford, John D., Brown, Ann L., and Cocking, Rodney R., Editors. National Academy Press, 2000</p> <p>Leading the Way as a Mentor Growing as a Mentor Instructional Coaching Spring 23 MT Training Observations Oct 22 Growing as a Mentor Reflective Conversations Fall of 2021 Growing as a Mentor 3.21.21</p>
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	<p>Reviewers could not locate evidence of:</p> <ol style="list-style-type: none"> 1. "...focused cycles of inquiry" 2. "...the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession" 	<ol style="list-style-type: none"> 1. Focused Cycles of Inquiry MIC Journal ILP Directions ILP Sample ILP Pathway Menu of Options 2. Connect With And Become Part Of The Larger Community Induction Orientation Induction Orientation Presentation Scope and Sequence Mentor MOU
Standard 4: Qualifications, Selection and Training of Mentors	<p>Reviewers found no evidence of adult learning theory knowledge or training.</p>	<p>Growing as a Mentor Instructional Coaching Spring 23 MT Training Observations Oct 22 Growing as a Mentor Reflective Conversations Fall of 2021 Growing as a Mentor 3.21.21</p>

<p>Standard 6: Program Responsibilities for Assuring Quality of Program Services</p>	<p>Reviewers saw no evidence that</p> <ol style="list-style-type: none"> 1. The program regularly assesses the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates. 2. That the program leaders provide formative feedback to mentors on their work, including establishment of collaborative relationships. 	<ol style="list-style-type: none"> 1. Quality of services provided. <ul style="list-style-type: none"> TSM Goals TSM Evaluation Sample MT Growth Goals 2. Formative feedback <ul style="list-style-type: none"> Sample MT Growth Goals EG Mentor Teacher Rubric MT Growth Plan Growing as a Mentor Presentation <ul style="list-style-type: none"> Mentor Survey TSM Development Background
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