

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Stockton Unified Induction Program**

June 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Stockton Unified. The report of the team presents the findings based upon review of the institutional site visit documentation reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	Does not apply to second tier credential programs		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	6	6	0	0
Education Specialist Clear Induction	7	7	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the following activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Stockton Unified School District

Dates of Visit: April 13-15, 2015

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with district leadership, site administrators, professional development providers, support providers, participating teachers, program completers, and Institutions of Higher Education (IHE). The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the eight Common Standards (1-7, 9) and determined whether each standard was met, not met or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) and Education Specialist Induction Programs. Following discussion, the team considered whether the Program Standards were met, not met or met with concerns. The site visit team found that for both induction programs, all Program Standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) electronic portfolios, and interviews with district and program leadership, Human Resource personnel, site administrators, professional development providers, support providers, participating teachers, program completers and IHE partners. Due to the finding that all Common Standards are met and all Program Standards are met for each program, the team unanimously recommends the decision of accreditation.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Advanced/Service Credentials

Multiple Subject:

Clear Multiple Subject

Single Subject:

Clear Single Subject

Education Specialist:

Clear Education Specialist

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Stockton Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Stockton Unified School District continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Judy Levinsohn
Orange County Department of Education

Common Standards Cluster:

Lynne Parkhurst
Los Angeles Unified School District

Katherine Tolliver
Green Dot Public Schools

Programs Cluster:

Christine Sisco
Stanislaus County Office of Education

Staff to the Visit

Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Narrative	Candidate e-Portfolios
Program Standards Narrative	Program Brochure
Program Assessment Preliminary Findings	FACT Assessment/Tools
2011 & 2014 Biennial Report & CTC Feedback	Organizational Chart
Stockton Unified Accreditation Website	Support Provider Artifacts
Preconditions SUSD BTSA Induction Program	Induction Advisory Council Artifacts
Leadership Team Artifacts	Professional Development Provider Artifacts
Unit Evaluation System/Surveys	Mid-Year Progress Monitoring Documents
End of Year Meeting Documents	TaskStream Status Reports
Sampling of Documentation of Professional Development Offerings	Advice and Assistance Communication Samples
FACT Trainer Artifacts	Best Practices Documentation
Enrollment Documentation	Network/Collaboration Documentation (CTC, Cluster, NVC, etc.)
Education Specialist Artifacts	

Interviews Conducted

	Site Visit Team	TOTAL
Candidates	GenEd Y1– 17 GenEd Y2 - 39 (SpEd – 2) (Private School – 2)	56
Completers	GenEd – 6 SpEd - 1	7
Site Administrators	Elementary – 20 Secondary - 6	26
Support Providers	GenEd – 38 SpEd - 2	40
Program Coordinators	2	2
Professional Development Providers/FACT Trainers	PDPs – 9 FACT - 6	15
IHE Partners	7	7
District Leadership/Advisory Council	4	4
BTSA Leadership Team	9	9
Human Resource Staff	2	2
Phone Interviews	6	6
TOTAL		174

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

Stockton Unified School District (SUSD) is a TK-12 school district located in the urban town of Stockton in the Central San Joaquin Valley 45 miles south of Sacramento, California.

The district currently serves 39,486 students:

- 62.6% Hispanic
- 11 % Black or African American
- 9.6% Asian
- 7.1% White
- 4.4% Filipino
- 2.7% American Indian or Alaska Native
- .05% Native Hawaiian or Pacific Islander

Over 85% of students receive free/reduced meals and 28.4% are English Learners.

The district's goals for students are:

1. Every child by the end of 3rd grade will read and comprehend at the proficient level.

2. Every child by the end of 9th grade will demonstrate mastery of Algebra concepts and application.
3. Every child by the end of 12th grade will graduate and be college or career ready.

Education Unit

The Curriculum and Instruction unit oversees both the General Education (MS/SS) Induction Program and the Education Specialist Induction Program. This office also houses content-specific program specialists, instructional technology specialists and language development specialists. The Induction program has a full time director, one full time New Teacher Support Program Specialist and one full time support staff position. Enrollment of participating teachers and support providers has increased over the past two years. The Education Specialist Induction program was launched in 2013.

The district consists of the following schools:

- 41 TK-8 sites (includes 2 District Charter schools)
- 4 Comprehensive High Schools
- 6 Specialized High Schools
- 1 Special Education Center
- 1 Continuation High School
- 1 School for Adults

Program Profile 2014-2015:

- Clear Credentials awarded to date: 339 General Education; 4 Education Specialist
- Current Number of Enrolled Participating Teachers: 80 (74 General Education Public, 2 General Education Private, 4 Education Specialist)
- Current Number of Trained Support Providers: 59
- Current Number of Professional Development Providers: 19 (Including district professional development content staff and outside consultants)
- Current Number of FACT Trainers: 8

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
General Education Induction	Advanced	49	139	CTC
Education Specialist Induction	Advanced	0	1	CTC

The Visit

The visit was conducted at the Stockton Unified Professional Development Center in Stockton from Monday, April 13 through Wednesday, April 15, 2015. The review team consisted of 4 members – a team lead, 2 Common Standard Reviewers and 1 Program Standard Reviewer.

Common Standards

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings:

Evidence review and data collected during focus group interviews confirm that the Stockton Unified School District (SUSD) Induction Programs provide professional learning that is sustained, focused on content standards and curriculum frameworks, and embedded in the work of the Participating Teacher. Research shows professional learning of this design can have a powerful effect on teacher skills and knowledge, and on student learning.

The vision of the SUSD Induction Program is to provide job embedded professional development experiences combined with individualized support that ultimately results in ongoing improvement in teacher practice and student achievement. As evidenced by interviews with the IHE partners, support providers and program completers, the program provides new teachers with the opportunity to move seamlessly from pre-service to employment refining their professional practice as they move along the Learning to Teach Continuum.

Evidence review and data collected during focus group interviews confirm that the Leadership Team serves as the representative governing body for the SUSD (General Education & Education Specialist) Induction Programs. Team members include District leaders, Program Staff, Site Administrators, Professional Development Providers, Support Providers, and program completers. This body meets bi-monthly to provide advisement regarding policy and fiscal decisions. In addition, they confirm candidate competence prior to recommendation as well as consider the need for extensions or approval of early completion pathways.

As a division of Education Services, the Curriculum Department houses the Induction program. The Induction Director is an administrative member of the SUSD Curriculum and Professional Development Department and has the primary responsibility and authority for program implementation. Artifact review and data collected during focus group interviews confirm that the program is an integral part of their district fabric.

Interviews with the Leadership team as well as HR staff confirm that the SUSD Induction Program has an established process for informing and supporting new teachers as they move towards their California Clear Teaching Credential. Progression through the induction program is monitored by program staff through the collection and review of specified documents and supporting evidence. The SUSD Induction program leadership assesses each candidate's progress through the electronic portfolios housed on TaskStream. Clearly defined procedures are in place to assist candidates who are not meeting program requirements. In many cases additional individualized support is identified and provided. Upon completion of all program requirements, the Program Director submits her recommendations to the Induction Advisory Council for their approval.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings:

Evidence review and data collected during focus group interviews confirm that the SUSD Induction program utilizes a comprehensive evaluation to confirm program effectiveness. Participating Teachers, Support Providers, Site Administrators, Leadership Team and Professional Development Providers, provide formal and informal, local and state-sponsored feedback regarding the quality and effectiveness of both induction programs. This feedback is reviewed, analyzed, reported and discussed with the Leadership Team whose decisions inform program improvements.

During the accreditation visit, the team confirmed that data was collected through local stakeholder surveys (support providers, participating teachers, site administrators, etc.), site administrator meeting feedback, collaborative event feedback, participating teacher completion and retention data, interviews with participants and ongoing informal communication. An example of how data was analyzed and used came from support providers who requested further collaboration and networking via an end of year survey. Program Leadership responded by implementing networking sessions where support providers share best practices and interact within a professional learning community.

Evidence review and data collected during focus group interviews confirm information, trends and/or anomalies from all data sources are identified, discussed with relevant stakeholders and the BTSA Induction Leadership Team in light of program goals and standards, and become the basis for program improvement.

Standard 3: Resources**Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings:

Evidence review and data collected during focus group interviews confirm that the district-allocated funds provide Participating Teachers with an effective two-year induction experience that is supported through the following essential program components:

- Qualified Personnel
 - Program Director – salary and benefits
 - Leadership staff – salary and benefits
 - Support staff – salary and benefits
 - Internal and external consultants for Professional Development related to the FACT system, CSTP, Induction Standards and/or district goals – monetary compensation and/or release time and benefits
 - Support Providers – stipend, release time, benefits
- Resources
 - Facilities – office and professional development space and expenses
 - Equipment – copy and fax machine, telephones, office supplies and furnishings
 - Technology – computer/laptop, presentation equipment, database, web access and support
 - Materials – resource library
 - Formative Assessment System (FACT) materials – reproduction and distribution costs, storage system for evidence collection (TaskStream subscriptions)
 - Program Evaluation – state mandated accreditation costs and local evaluation expenses
- Professional Development
 - Release time - Participating Teachers and Support Providers to observe teaching in support of a specific IIP goal(s); Support Provider FACT and coaching training; conference and workshop attendance
 - Training and networking opportunities for professional development providers
 - Required state level meetings and conferences for program leadership – registration and expenses

Interviews with the Leadership Team and program staff further convey that monies are allocated for participation at state-sponsored Induction meetings, trainings and related events that provide continuous professional growth of induction program staff, Professional

Development Providers, and support providers. Partnerships with IHEs and the San Joaquin County Office of Education Special Education Local Plan Area (SELPA) serve as additional sources of support to both general education and special education candidates.

There is intentionality in bringing the induction program staff and the Professional Development Providers together to maximize the capacity of the professional development model provided by Stockton Unified School District. For example, Professional Development Providers were invited to a Special Education Safe & Civil Schools: CHAMPS Training to ensure consistent implementation of these strategies across the district.

In addition, access to resources include, but are not limited to:

- Website
- TaskStream
- Professional Development Center
- Adopted state materials
- Professional library
- On site coaches
- District resource personnel (e.g. Technology, Content, Language Development, Special Ed., etc.)
- Credential analyst
- Support Staff

Evidence review and data collected during focus group interviews confirm that it is the Program Director's responsibility to ensure that communication and collaboration between the program, related personnel, and the Participating Teacher occurs throughout the induction experience as it is crucial to the candidate's success in the program. The induction program budget is developed by the Program Director, with input from and approval of the Induction Leadership Team. The budget is based upon needs identified from the analysis of local and state evaluation data. The final budget is monitored by the SUSD Chief Business Official and overseen by the Director of Curriculum, who regularly meets with district budget office personnel to update and adjust the budget, as needed. One Assistant Superintendent shared, "We're not stingy. The program gets what it needs."

Standard 4: Faculty and Instructional Personnel**Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings:

Artifacts document the rigorous process used to secure the most qualified persons to provide professional development and to supervise field based experiences. Interviews of Site Administrators, FACT Trainers and Professional Development Providers confirmed that this process includes an application, recommendations from peers/supervisors, other appropriate letters of support, current performance evaluations and interviews. Program staff collaborates with Site Administrators to clearly understand the needs of each participating teacher as they identify an appropriate mentor match and consider relevant professional development offerings.

In accordance with a district-wide initiative, SUSD Induction Program provides regularly scheduled training in order to develop and refine skills and knowledge of the CSTP, cognitive coaching, and the appropriate use of the formative assessment system. The artifact review confirms that program staff and instructional personnel, who include the Program Director, the New Teacher Support Program Specialist, Support Providers and Professional Development Providers, have a pool of expertise which is enhanced through collaboration in the design and delivery of professional development and supervision of clinical experiences.

The visitation team confirms that SUSD is an equal opportunity employer and adheres to policies and procedures that are in place to ensure the hiring of qualified applicants. Through required FACT and coaching training, Support Providers receive ongoing and differentiated professional development that focuses and assists them in expanding their knowledge of culture and diversity as it relates to Participating Teachers and student learning. *Best Practice* seminars have been added to the professional development experience to further address these needs. Support Providers shared insights describing the unique populations of students served by their participating teachers; while Site Administrators discussed site specific challenges the induction program supports need to address.

The reviewed support provider application requires the applicant to include performance based evidence of exemplary teaching as well as a recommendation from his/her Site Administrator that endorses that individual's grasp of academic standards, frameworks and accountability systems. Once selected, program faculty and instructional personnel participate in ongoing professional development to sustain and enhance that knowledge.

Evidence review and data collected during focus group interviews confirm that SUSD supports ongoing collaboration and professional development aligned with their role in the program as follows:

- Statewide BTSA Directors Meeting
- Regional Cluster Meetings
- Formative Assessment Network Meeting
- IHE Collaboration Meetings
- Quarterly Seminars
- Professional Development Provider Training/Networking
- Support Provider Professional Development

The SUSD Induction Program makes every effort to retain only exemplary faculty and instructional personnel through utilizing both formal and informal, context-specific assessments and personnel evaluations. Reviewed artifacts illustrate the ongoing collection and analysis of data from a variety of sources. Continuation of services and/or changes to Participating Teacher and Support Provider assignments are based on this feedback.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings:

Based on interviews with IHEs and SUSD Human Resources staff, the admission process is initiated prior to point of hire when program staff participate in information sessions held at the local IHEs as well as at recruitment fairs. Once hired:

- Teachers are given a new hire packet upon signing their employment contract.
- The packet includes the New Teacher Data Form (credentialing information) and a copy of their current teaching credential(s).
- The completed New Teacher Data Form is returned to HR for review and a list of eligible candidates is forwarded to the Induction Program Director.
- The participating teacher also receives an induction brochure and is encouraged to contact program staff as well.

All Participating Teachers must hold a California preliminary credential. In case of general education teachers, this is defined as a Multiple Subject or Single Subject credential. In the case of Education Specialist teachers, this is defined as a Preliminary or Level I credential. In all cases, the teacher must be in a teaching assignment that allows the participant to demonstrate the knowledge and skills required by the Common and Program Standards.

As specified in the Commission-approved Precondition 3, SUSD is an equal opportunity employer and adheres to policies and procedures that are in place to ensure the hiring of qualified applicants. These decisions include employment, retention and promotion of employees. This was confirmed by the Assistant Superintendent of HR during the Induction Advisory Council interviews.

Evidence review and data collected during focus group interviews confirm that the district and program staff understand that all candidates possessing a California Preliminary teaching credential through completion of a SB2042 teacher preparation program have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Finding:

Reviewed evidence and interviews confirm that advice and assistance begins when the candidate participates in an information meeting where program eligibility is discussed. Upon enrollment, candidates attend an orientation meeting where requirements are reviewed and candidate competence is defined. Under the guidance of their Support Provider, Participating Teachers engage in the formative assessment process that embeds appropriate professional and personal development experiences. In addition, all Level 1 candidates enrolled in the Education Specialist Induction program meet with program staff to review/develop a Transition Plan and identify additional requirements that must be met in order to earn an Education Specialist clear credential.

Data collected through interviews with program staff and the governing body supplied the rationale for the transition to TaskStream. This virtual environment provides unlimited access to program information, resources and timely feedback regarding attainment of program

requirements. In addition, periodic progress monitoring meetings are held with the Support Provider, Participating Teacher and program staff.

The Induction Advisory Council members confirmed during interviews the commitment the district and program have made to participating teachers. As expressed by the Director of Curriculum and Instruction, "It is the program's charge to provide every teacher with what they need to be successful. Their career is in our hands." Multiple layers of support are in place to ensure retention and advancement of candidates employed by SUSD.

As cited above, TaskStream assists program staff and Support Providers in monitoring progress and intervening as needed. Support Providers report that feedback through TaskStream is used to inform reflective conversations with their Participating Teachers which allows them to provide focused support.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Finding:

The Stockton Unified School District Induction program utilizes the *Formative Assessment for California Teachers (FACT)* to provide a structured, job-embedded, context-specific induction experience for new teachers. This inquiry-based model requires Participating Teachers to engage in action research where they apply their knowledge and skills in addressing the identified learning needs of their students. Through on-going reflection, Participating Teachers enhance their skills and develop the habits of mind needed to lead 21st century learning. Reviewed artifacts confirm that the program delivery is regularly evaluated by Program staff/FACT trainers and modified to address identified program and Participating Teacher needs.

Program and Human Resources staff collaborate with site administrators and the Leadership Team to review the needs of participating teachers, the criteria for appropriate participating teachers' assignments and to effectively match participating teachers with mentors. Program leadership report that a clearly defined processes is used for the pairing of the support provider with their participating teacher. Consideration of site, grade level and content area are among the identified criteria. Interviews with site administrators indicate that they work collaboratively with the program staff to recommend and select qualified support providers for

teachers on their sites. Site administrators feel the support providers are well trained and serve as instructional leaders.

During weekly meetings with support providers, participating teachers examine their practice, choose and reflect upon individualized professional development that assists them in meeting the diverse learning needs of their students. Examination of inquiry artifacts indicate the SUSD induction program utilizes FACT tools that focus on student diversity and school climate. Through the identification of three case study students, participating teachers continually analyze and reflect upon the effectiveness of their instructional practice in meeting the needs of English learners, special populations and a third student subgroup of choice.

Standard 9: Assessment of Candidate Competence

Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Finding:

Candidate competence is confirmed through a process in which Participating Teachers are assessed through several plan-teach-reflect-apply cycles. Participating Teachers document evidence of application of the standards, informed by an array of professional development experiences, and supported through ongoing Support Provider feedback. Review of electronic portfolios confirms the demonstration of their professional knowledge and skills needed to support the full range of learners. Portfolios are formally reviewed twice each year by program staff.

Evidence and interviews confirm that in addition to the annual assessment of the electronic portfolio, Participating Teachers engage in several face to face advisement sessions that include a mid-year progress monitoring meeting facilitated by program staff. The end of year meeting is facilitated by the Support Provider who poses probing questions requiring the Participating Teacher to connect his/her action research project to the *California Standards for the Teaching Profession (CSTP)*. Program leadership assesses each candidate's progress and completion of requirements, as specified in the Program Standards. Upon completion of all program requirements and the demonstration of candidate competence, the Participating Teacher is recommended for a California Clear credential after Induction Advisory Council approval.

Program Reports

General Education (MS/SS) Induction Program

Program Design

The Stockton Unified School District (SUSD) induction program provides clear and appropriate allocation of authority and resources to support program implementation. The primary goal of the program is to facilitate job-embedded professional development for Participating Teachers as they pursue their California Clear credential over the two year experience. The program's assumption is that the support and experience candidates receive will lead to an increase in teacher efficacy and promote student achievement.

The district designates the Induction Program Director the authority to make program and credentialing decisions, collaborate with the Director of Curriculum and Instruction when necessary, and provide the day-to-day leadership. Additionally, the district has designated a New Teacher Support Program Specialist and one full time support staff position to assist in the operation and evaluation of the program.

Two oversight boards have been established to assist Program Staff in the implementing, evaluating and revising the induction program. The Induction Advisory Council provides oversight and assists program leadership with issues and personnel outside of the program itself. Members include the Superintendent, Assistant Superintendent of Human Resources, Director of Curriculum and Instruction, the Induction Program Director, Credential Analyst a teacher association representative and the New Teacher Support Program Specialist. This team convenes annually.

The Induction Program Leadership Team represents the diverse stakeholder groups that include program staff, professional development providers, site administrators, support providers, and program completers. The Leadership Team meets bi-monthly and serves as the governing board. The Induction Program Director and the Leadership Team review Participating Teacher progress and evaluate the program in regard to improvement goals, program standards and licensure requirements.

The SUSD induction program serves teachers who have received their preliminary credential. The induction program respects the experience and knowledge that participants hold, and provides them with opportunities to expand, enrich, and deepen their professional practice through collegial reflection and ongoing preparation. The program is a two-year, sequenced inquiry-based formative assessment system built upon the *California Standards for the Teaching Profession* (CSTP). Participating Teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Participating Teachers analyze their practice several times during the year in relationship to the CSTP.

Program data gathered on program effectiveness and candidate competence guide program modification decisions. Stakeholder group interviews corroborated that updates on program modifications are shared with constituent groups during site administrator meetings, support provider and participating teacher quarterly meetings, and Leadership Team meetings. Over the past two years, the program gathered data relating to the support provided to Participating Teachers. Two full days were dedicated to Mentoring Matters in order to refine “learning focused conversations” as it relates to the formative assessment activities. Analysis of site administrator involvement confirms a strong collaborative partnership. During stakeholder interviews, evidence of regular site administrator communication with program leadership and participation in the evaluation process was evident.

Support Providers, Participating Teachers, and Site Administrators provide program efficacy feedback through various channels of the program. Stakeholder meetings, training evaluations, and local surveys serve as some of the information-sharing platforms. Site Administrators provide feedback through informal communication (emails) as well as formal discussion with the program staff. They also participate in the local end of year survey. Based upon this input, the program takes into consideration the needs of its participating teachers in order to provide a focused, organized, and accountable approach to improving program quality.

Stakeholder interviews revealed program responsiveness to their input. For example, changes suggested by support providers resulted in a differentiated professional development model that includes Best Practice Seminars. Participating Teachers and Support Providers expressed the need for more collaboration and less paperwork. The program readily introduced TaskStream, the electronic portfolio platform, so that they are better able to provide “real-time” support to participating teachers and support providers as they move through the formative assessment process. Interviewees expressed appreciation for the program’s willingness to meet candidates’ identified needs and incorporate stakeholder feedback to improve program quality and effectiveness.

Course of Study

The SUSD induction program utilizes a combination of mentoring support, formative assessment, and professional development offerings to support the growth of participating teachers. The program’s course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the state- adopted academic content standards and state-adopted curriculum frameworks. Participating teachers are provided systematic field-work embedded opportunities to demonstrate their growth through the Formative Assessment for California Teachers (FACT) modules. At the beginning of enrollment, participating teachers attend an Orientation Meeting and participate in subsequent advisement meetings with program staff. At that time, the participants receive a handbook that includes a sequenced completion timeline, along with other pertinent information related to completion. Participating teacher interviews revealed that they appreciated the leadership of the Program Director and the New Teacher Support Program Specialist. They felt well-informed regarding requirements and timelines for completion.

Program completer interviews indicated that they continue to use the FACT-based inquiry cycle after completing induction due to their belief that action research helps teachers focus on meeting the needs of their diverse student populations.

Year One Participating Teachers		
Timeline	FACT Module	Professional Development
September - December	-Context for Teaching and Learning -Assessment of Teaching and Learning -Reflections on Teaching and Learning	-Orientation -Quarterly Seminars (x2) -Best Practices: Pedagogy
January-May	-Inquiry into Teaching and Learning (#1) -Reflections on Teaching and Learning -Summary of Teaching and Learning	-Quarterly Seminars (x2) -Best Practices: Equity -Colloquium
Year Two Participating Teachers		
Timeline	FACT Module	Professional Development
August-December	-Context for Teaching and Learning -Inquiry into Teaching and Learning (#2) -Reflections on Teaching and Learning	-Orientation -Quarterly Seminars (x2) -Best Practices: English Learners
January-May	-Inquiry into Teaching and Learning (#3) -Reflections on Teaching and Learning -Summary of Teaching and Learning	-Orientation -Quarterly Seminars (x2) -Best Practices: Special Populations -Colloquium

The SUSD induction program coordinates with a variety of district and local county sources to assist the participating teacher to build upon the knowledge and skills learned in their teacher preparation program. District professional development opportunities include topics related to common core implementation, English learner (EL) strategies and vocabulary development, special populations, direct instruction, and classroom management. Participating teachers collect information about their teaching environment and student backgrounds. Site administrators reported that ongoing data analysis and subsequent planning is a regular and integral part of understanding student achievement. The information gathered guides classroom decision-making and identifies areas for professional growth. Participating teachers and program completers, shared that site, district, and county professional development resources support their work to meet student needs. Site administrators acknowledged the

direct alignment of FACT modules with site goals to increase academic achievement. They also provided examples of participating teacher support aligned to site mission and vision including meeting the needs of the English learner (EL) population.

The SUSD induction program utilizes defined criteria to select and assign support providers to each participating teacher. Site administrators collaborate with the Program Director to match support providers and participating teachers based on site, grade level, and subject area. The program staff provides regular training and feedback to support providers on program requirements and mentoring strategies. Support provider logs are submitted monthly via TaskStream. Participating teachers and program completers shared that support providers provided relevant support, resources, and opportunities for growth in regard to their practice. Interviewees felt that their interaction with their Support Provider was invaluable.

Candidate Competence

The program has a well-established and delineated process to assess candidate competence. This was evidenced through multiple sources including completion of FACT documents, portfolio completion, mid-year progress monitoring and the end of year meeting. Candidates are informed and advised of progress towards program completion in an ongoing manner through participation in regularly scheduled induction meetings as well as informal and formal support provider and program leadership feedback as reported by participating teachers and program completers.

At scheduled points throughout the year, participating teachers are required to submit fundamental components (e.g., IIPs, unit plans, and lesson plans) of their formative assessment work to program staff via TaskStream. Feedback on the quality of reflection related to their practice is sent to the participating teacher and support provider through that virtual format so that collaboration and revisions are implemented when necessary.

To show evidence of candidate growth and program completion, participating teachers partake in multiple culminating activities. As part of the mid-year and end-of-year meetings, participating teachers discuss their growth and plans for next steps in the exit interviews with program leadership. The FACT-based culminating reflection activity highlights their learnings gained throughout the induction experience. Upon completion of all program requirements, the candidate is recommended for a California Clear credential following Induction Advisory Council approval.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with Participating Teachers, program completers, Professional Development Providers, district leadership, Site Administrators, and Support Providers, the team determined that all program standards are **Met** for the General Education (Multiple Subject/Single Subject) Induction Program.

Educational Specialist Clear Induction

Program Design

The Stockton Unified School District (SUSD) induction program provides clear and appropriate allocation of authority and resources to support program implementation. The primary goal of the program is to facilitate job embedded professional development for Participating Teachers as they pursue their California Clear credential over the two year experience. The program's assumption is that the support and experience candidates receive will lead to an increase in teacher efficacy and promote student achievement.

The district designates the Induction Program Director the authority to make program and credentialing decisions, collaborate with the Director of Curriculum and Instruction when necessary, and provide the day-to-day leadership. Additionally, the district has designated a New Teacher Support Program Specialist and one full time support staff position to assist in the operation and evaluation of the program.

Two oversight boards have been established to assist program staff in the implementing, evaluating and revising the induction program. The Induction Advisory Council provides oversight and assists program leadership with issues and personnel outside of the program itself. Members include the Superintendent, Assistant Superintendent of Human Resources, Director of Curriculum and Instruction, Induction Program Director, Credential Analyst a teacher association representative and the New Teacher Support Program Specialist. This team convenes annually.

The SUSD Education Specialist induction program serves teachers who have received either their Level I or their preliminary credential. The induction program respects the experience and knowledge that participants hold, and provides them with opportunities to expand, enrich, and deepen their professional practice through collegial reflection and ongoing preparation. The program is a two-year sequenced inquiry-based formative assessment system built upon the *California Standards for the Teaching Profession (CSTP)*. Participating teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Participating teachers measure their practice several times during the year in relationship to the CSTP.

Program evaluation data gathered on program effectiveness and candidate competency guide program modifications. Stakeholder group interviews corroborated that updates on program modifications are shared with constituent groups during site administrator meetings, support provider and participating teacher quarterly meetings, and Leadership Team meetings. Over the past year, the program gathered data relating to the support provided to Participating Teachers. Two full days were dedicated to Mentoring Matters in order to support "learning focused conversations" relative to delivering formative assessment activities. During stakeholder interviews, evidence of additional designated support regarding the procedural/legal mandates was confirmed.

Support Providers, Participating Teachers, and Site Administrators provide program efficacy feedback through various channels of the program. Stakeholder meetings, training evaluations, and local surveys serve as some of the information-sharing platforms. Site Administrators provide feedback through informal communication (emails) as well as formal discussion with the program staff. They also participate in the local end of year survey. Based upon this input, the program takes into consideration the needs of its participating teachers in order to provide a focused, organized, and accountable approach to improving program quality.

Stakeholder interviews revealed program responsiveness to their input. For example, changes suggested by support providers resulted in a differentiated professional development model. Education Specialist teachers expressed concern regarding the applicability of some of the FACT tools to the special education setting. The program staff is currently in the process of adapting these tools to better meet the needs of these teachers and their reflective practice. Interviewees expressed appreciation for the program's willingness to meet candidates identified needs and incorporate stakeholder feedback to improve program quality and effectiveness.

Course of Study

The SUSD induction program utilizes a combination of mentoring support, formative assessment, and professional development offerings to support the growth of participating teachers. The program's course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the state- adopted academic content standards and state-adopted curriculum frameworks. Participating teachers are provided systematic field-work embedded opportunities to demonstrate their growth through the Formative Assessment for California Teachers (FACT) modules. At the beginning of enrollment, Participating Teachers attend an Orientation Meeting and participate in subsequent advisement meetings with program staff. During the advisement meetings, a transition plan is either reviewed or developed. Depending upon the credential held, the need to fulfill additional requirements is also discussed. Participants also receive a handbook that includes a sequenced completion timeline, along with other pertinent information related to completion. Participating teacher interviews revealed that they appreciated the leadership of the Program Director and the New Teacher Support Program Specialist. They felt well-informed regarding requirements and timelines for completion. Program completer interviews indicated that they continue to use the FACT-based inquiry cycle after completing induction due to their belief that action research helps teachers focus on meeting the needs of their diverse student populations. Site administrators indicated that the inquiry module aligns with the goals and objectives of their school site.

Year One Participating Teachers		
Timeline	FACT Module	Professional Development
September - December	-Context for Teaching and Learning -Assessment of Teaching and Learning -Reflections on Teaching and Learning	-Orientation -Quarterly Seminars (x2) -Best Practices: Pedagogy
January-May	-Inquiry into Teaching and Learning (#1) -Reflections on Teaching and Learning -Summary of Teaching and Learning	-Quarterly Seminars (x2) -Best Practices: Equity -Colloquium
Year Two Participating Teachers		
Timeline	FACT Module	Professional Development
August-December	-Context for Teaching and Learning -Inquiry into Teaching and Learning (#2) -Reflections on Teaching and Learning	-Orientation -Quarterly Seminars (x2) -Best Practices: English Learners
January-May	-Inquiry into Teaching and Learning (#3) -Reflections on Teaching and Learning -Summary of Teaching and Learning	-Orientation -Quarterly Seminars (x2) -Best Practices: Special Populations -Colloquium

The SUSD Education Specialist induction program coordinates with a variety of district and local county sources to assist the participating teacher in building upon the knowledge and skills learned in their teacher preparation program. District professional development opportunities include topics related to common core implementation, English learner (EL) strategies and vocabulary development, special populations, direct instruction, and classroom management. Participating teachers collect information about their teaching environment and student backgrounds. Site administrators reported that ongoing data analysis and subsequent planning is a regular and integral part of understanding student achievement. The information gathered guides classroom decision-making and identifies areas for professional growth. Participating teachers and program graduates shared that site, district, and county professional development resources support their work to meet student needs. Site administrators acknowledged the direct alignment of FACT modules with site goals to increase academic achievement. They also provided examples of participating teacher support

aligned to site mission and vision including meeting the needs of the English learner (EL) population.

The SUSD Education Specialist induction program utilizes defined criteria to select and assign support providers to each participating teacher. Site administrators collaborate with the induction director to match support providers and participating teachers based on credential authorization(s). The program staff provides regular training and feedback to support providers on program requirements and mentoring strategies. Support provider logs are submitted monthly via TaskStream. Participating teachers and program graduates shared that support providers provided relevant support, resources, and opportunities for growth in regard to their practice. Interviewees felt that their interaction with their Support Provider was invaluable.

Candidate Competence

The program has a well-established and delineated process to assess candidate competence. This was evidenced through multiple sources including completion of FACT documents, portfolio completion, mid-year progress monitoring and the end of year meeting. Candidates are informed and advised of progress towards program completion in an ongoing manner through participation in regularly scheduled induction meetings as well as informal and formal support provider and program leadership feedback as reported by participating teachers and program completers.

At scheduled points throughout the year, participating teachers are required to submit fundamental components (e.g., IIPs, unit plans, and lesson plans) of their formative assessment work to program staff via TaskStream. Feedback on the quality of reflection related to their practice is sent to the participating teacher and support provider through that virtual format so that collaboration and revisions are implemented when necessary.

To show evidence of candidate growth and program completion, participating teachers partake in multiple culminating activities. As part of the mid-year and end-of-year meetings, participating teachers discuss their growth and plans for next steps in the exit interviews with program leadership. The FACT-based culminating reflection activity highlights their learnings gained throughout the induction experience. Upon completion of all program requirements, the candidate is recommended for a California Clear credential following Induction Advisory Council approval.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with Participating Teachers, program completers, Professional Development Providers, district leadership, Site Administrators, and Support Providers, the team determined that all program standards are **Met** for the Education Specialist Induction Program.