

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Long Beach Unified School District**

June 2016

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Long Beach Unified School. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. Based upon the findings of the team, an accreditation recommendation is made for this institution of **Accreditation**.

**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	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	6		
Special Education Induction	7	7		

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Long Beach Unified School District

Dates of Visit: April 12-14, 2016

**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 program leadership, district administrators, professional development providers, school site administrators, human resource personnel, Support Providers, candidates, completers, and advisory committee members along with additional information requested from program leadership during the visit. 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

Site visit team members reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that all Common Standards are **Met**.

Program Standards

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Program Standards for their programs were met, met with concerns, or not met. The consensus of the team was that all program standards were **Met** for the General Education Induction and Education Specialist Clear Induction credential programs.

Overall Recommendation

The team completed a thorough review of program documents, program data, electronic portfolios, interviews with program leadership, district administrators, school site administrators, human resource personnel, support providers, candidates, completers and advisory committee team members. Due to the fact that all Common Standards were **Met** and that all program standards were **Met**, the team recommends an accreditation decision of **Accreditation**.

On the basis of that recommendation, the institution is authorized to recommend candidates for the following credentials:

Advanced/Service Credentials

General Education Induction

Education Specialist Clear Induction

Accreditation Team

Team Leader:

Jodie Schwartzfarb

New Haven USD

Common Standards Cluster:

Loy Dakwa

Antelope Valley Union HSD

Basic/Teacher Programs Cluster:

Abigail Soriano

Eastside Union HSD

Staff to the Visit:

Geri Mohler

Commission on Teacher Credentialing

Documents Reviewed

<p>At a Glance 2015-2016</p> <p>Book study selections</p> <p>Budget preparation</p> <p>Classroom visits calendar</p> <p>Collaborative group sample</p> <p>College and Career Readiness Leadership Teams 2015-2016</p> <p>Colloquium</p> <p style="padding-left: 20px;">Agenda</p> <p style="padding-left: 20px;">Teacher Cafe</p> <p>Database screenshot</p> <p>District leadership teams</p> <p>District mission and vision</p> <p>Ed. Specialist Completion Checklist</p> <p>Ed. Specialist PD Activity Log</p> <p style="padding-left: 20px;">Blank, sample</p> <p>Email communications</p> <p>Enrollment Application</p> <p>FACT rubrics</p> <p style="padding-left: 20px;">Module A - Context for Teaching</p> <p style="padding-left: 20px;">Module B - Assessment of Teaching</p> <p style="padding-left: 20px;">Module C - Pedagogy</p> <p style="padding-left: 20px;">Yr. 2 Mod. C - Equity/EL</p> <p style="padding-left: 20px;">Yr. 2 Mod. C - Special Populations</p> <p>High School Inquiry Visit Protocol</p> <p style="padding-left: 20px;">Collection sheet</p> <p style="padding-left: 20px;">Data</p> <p>Induction Advisory Committee</p> <p style="padding-left: 20px;">Agendas</p> <p style="padding-left: 20px;">Minutes</p> <p style="padding-left: 20px;">Sign-ins</p> <p>Induction Participant Journey graphic</p> <p>LBUSD Ed. Specialist IIP</p> <p>LBUSD Induction Program Evaluation System (graphic)</p> <p>LBUSD K-12 Literacy and Instructional Leadership Team Implementation Plan 15-16</p> <p>LBUSD Teacher Induction Portfolio</p> <p style="padding-left: 20px;">Checklist</p>	<p>LBUSD Teacher Induction Program</p> <p>Guidelines for Recommendation of a Clear Credential</p> <p>Memorandum of Understanding</p> <p>Monthly support logs</p> <p>Moodle questions and responses</p> <p>myPD system</p> <p>Observation Self-Assessment Tool</p> <p>OCIPD</p> <p style="padding-left: 20px;">Organization chart</p> <p style="padding-left: 20px;">Staff list</p> <p>Opening Letter</p> <p>Professional Development</p> <p style="padding-left: 20px;">Management System (PDMS)</p> <p style="padding-left: 20px;">Night feedback form</p> <p style="padding-left: 20px;">Survey</p> <p>Participating Teacher Induction Standards</p> <p style="padding-left: 20px;">Portfolios</p> <p>Professional Development materials</p> <p>Reflection</p> <p>Reflective Summary of Teacher Practice</p> <p>Request for Program Extension</p> <p>Results Day</p> <p style="padding-left: 20px;">Agenda</p> <p style="padding-left: 20px;">Inquiry Presentation Questions</p> <p>SP/Coordinator End of Year Interview</p> <p>SP - general ed. - job description</p> <p>SP meeting</p> <p style="padding-left: 20px;">Agenda</p> <p style="padding-left: 20px;">Calendar</p> <p>Surveys - questions and data</p> <p style="padding-left: 20px;">Mid-year</p> <p style="padding-left: 20px;">End of year</p> <p style="padding-left: 20px;">Completer</p> <p>Teacher Induction Program Assessment calendar</p> <p>Transportability document</p> <p>Verification of Completion Form (41 - Induction)</p> <p style="padding-left: 20px;">- multiple and single subject only</p> <p>Yr. 2/ECO Exit Interview Protocol</p>
--	---

Interviews Conducted

Stakeholders	TOTAL
Candidates	64
Completers	13
Site Administrators	23
District Administration	8
Program Leaders	6
Support Providers	5
Professional Development Providers	20
Advisory Board Members	13
Credential Analysts and staff	5
Total	157

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

The mission of Long Beach Unified School District (LBUSD) is: *To support the personal and intellectual success of every student, every day.* LBUSD is located in Southern California in Los Angeles County and is one of the largest urban school districts in the state. The district includes 55 elementary schools, 15 middle schools, and 12 high schools. The district’s current student enrollment is just under 80,000 students with 23% English language learners, 12% gifted and talented, 11% students with disabilities, and 68% of students who are socioeconomically disadvantaged. The diverse student population includes a high percentage of Hispanic students (55%). Additional demographics for the LBUSD student population include 14% African American students, 14% white, and 11% Asian students.

Education Unit

The Commission-approved educator preparation programs in LBUSD include clear Induction programs for general educators (both multiple subject and single subject preliminary credential holders) and Education Specialists (both mild to moderate and moderate to severe preliminary credential holders) and are funded through the district’s Local Control Funding Formula (LCFF) and included in the LBUSD Local Control Accountability Plan (LCAP). The district’s Induction program staff is housed at the Teacher Resource Center (TRC) along with the district’s curriculum teams for each content area. The TRC is the central location for ongoing district professional development, curriculum writing, and instructional coaching support.

Approved Credential Programs Offered by Institution

Credential Program	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or Admitted (2015-16)
General Education Induction	Advanced	17	99
Education Specialist Clear Induction	Advanced	21	28
Early Completion Option	Advanced	11	7

The Visit

The accreditation site visit to Long Beach Unified School District (LBUSD) began on Tuesday, April 12, 2016. The team met at the Teacher Resource Center (TRC), the offices for the program, early Tuesday afternoon to meet program leadership and staff at LBUSD who provided brief introductions and then an overview of the Induction programs. The presentation highlighted LBUSD’s mission and how it is fulfilled. After this presentation, the team began four rounds of interviews. The three-member team continued meeting and holding interviews with various constituents on Wednesday, April 13. A mid-visit report was provided to the Program Coordinator and Assistant Superintendent at 2:15pm on Wednesday. Consensus was reached on all standard findings and the accreditation recommendation. The visit concluded with an exit report at 11:00 a.m. Thursday, April 14, 2016.

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 the requirements.

Findings

Working in alignment with the Long Beach Unified School District’s (LBUSD) mission and strategic plan, LBUSD’s Induction Program is designed around not only Induction Standards, the California Standards for the Teaching Profession, and content standards, but is an integral part of the district’s curriculum and professional development teams’ areas of focus. LBUSD

believes and is committed to supporting the development and quality of classroom teachers as they are central to the improvement of student achievement. A backbone of this support is ongoing professional development for teachers, as reported by the superintendent. To this end, a detailed professional development program has been designed and implemented for all teachers in LBUSD. Based on data gathered from a variety of needs assessments inclusive of district and IHE stakeholder groups, this program has five areas of focus and Induction plays a role in two of those focus areas. With the advent of recent changes in CCSS, NGSS, and ELD standards, the program is being responsive and drawing upon educational research to help teachers best meet the expectations and needs of today's classrooms and students.

The LBUSD Induction Program is overseen by the Teacher Induction Team and the Induction Advisory Committee (IAC). The team is comprised of the Assistant Superintendent of the Office of Curriculum, Instruction, and Professional Development (OCIPD), the program coordinator, and support providers. The team members are also part of the Induction Advisory Committee which also includes: site administrators, Institute of Higher Education (IHE) representations, Induction support staff, professional development provider (PDP) representatives, and Human Resource Services (HRS) staff, as supported by sign-in sheets from IAC meetings. Including these stakeholder groups in the IAC allows active participation from a variety of viewpoints in the planning and support of the LBUSD Induction Program. As new needs arise, the members of the IAC reported that resources are pulled to help meet the needs presented. Whoever has the most appropriate resources shares with the group to meet the Induction program's need. The roles of both the Teacher Induction Team and the IAC is to examine program feedback and data, synthesize and analyze the information, and make informed decisions as to how to move the program forward, as is evidenced by meeting agenda minutes, as well as through stakeholder interviews, showing "Survey Data Sharing" as a standing item. The IAC meets twice a year; the Teacher Induction Team meets monthly.

LBUSD's Clear Credential Induction Program is one of the largest components of the OCIPD, which is headed by an assistant superintendent. This assistant superintendent works with the Induction program coordinator to manage the budget, personnel, and design and implementation of the Induction program. Communication is ongoing with the assistant superintendent supporting the Induction program coordinator in a variety of ways, including, but not limited to: providing additional monies for outside training as needed, connecting with HRS to anticipate future Induction candidates and their needs, and working with the superintendent to arrange additional funding and support, as reported through interviews. Based on feedback and data, program leadership makes adjustments, such as altering PD topics, to best meet the needs of the Induction program participants.

Candidates complete the LBUSD Induction Program by having met the following, as supported through evidence provided by the program:

- Formative Assessment Rubrics

- FACT module information
- PD attendance
- CSTP self-assessments
- Added components for Ed. Specialists
- PD attendance - information is kept in a database
- Online discussion forums via Moodle
- Commitment to mentoring support - evidenced through logs, surveys, and calendars
 - Candidates complete logs and take surveys
 - Education Specialist candidates are the only ones to complete mentoring logs
 - Support Providers keep meeting calendars
- Summary of Teaching Practice
 - Year 1 - Results Day
 - Year 2 - Colloquium and Exit Interviews

Program support staff shared that a database is maintained, keeping track of each program participant's Induction work. Multiple copies are made of the database information, including both hard and electronic copies. Once a candidate has met the above requirements, Induction program leadership sends a form (Verification of Completion Form - 41 Induction) to HRS credential staff alerting them as to whom is ready to file for a clear credential. Credentialing staff reported that they then submit credential information to the Commission, while keeping the program participants informed of what is happening with their credential submission. A couple of weeks after submitting the credential information, credentialing staff follow-up to see if program participants have followed through with what they need to do to file for their clear credentials. Credentialing staff report that if participants have not completed their necessary steps, they are then reminded of what needs to happen.

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

The LBSD Induction Program assesses its work throughout the year as well as at the end of the year and beyond. Program and design effectiveness is assessed through data gathered from both mid- and end-of-year surveys and assessments completed at PD sessions. Participating teachers commented that when asked about how professional development sessions could be improved and what topics they wish to see addressed, they have seen their comments

implemented at the next professional development sessions' offerings. This is evidence that their comments are being listened to and valued, which makes the teachers feel valued. The IAC reports that they review program data at every meeting, looking for trends as well as outlying comments to see how to best move the program forward.

Mentoring and resource support is also analyzed through these data sources, as well as through classroom visits and online discussion forum responses to provided prompts. Candidate competency is reviewed through reflection opportunities for candidates, Formative Assessment for California Teachers (FACT) activities and rubrics, Education Specialist intake meetings, and surveys taken twice a year by candidates. Candidate completion is assessed through both quantitative and qualitative data including: online forum participation, PD attendance and participation, analysis of surveys, continuum placement work, summary of teaching practice, Education Specialists' Individual Induction Plans (IIPs), transportability records, and credential recommendations. As reported in interviews, Program leadership is assessed by OCIPD leadership.

The program maintains a calendar for the year, showing when each type of data source is to be applied, how it will be applied (i.e., Survey Monkey, interview, hard copy document, etc.), who will review the information, and what area of the program the information addresses. Through reviewing and analyzing the assessment data mentioned, candidate competency and completion is evident. To see the long-term effects of the Induction program, program completers complete a survey one-two years after exiting Induction. In this way, program staff is able to see long-term effects of Induction or ways in which the program may be altered and improved.

Candidates have multiple opportunities to provide the program with feedback, including the surveys and assessments at the end of PD sessions. They are also able to self-reflect through placement on the continuum and completing the Induction Standards Reflections. Further feedback is collected through the Exit Interview for all Year 2 Candidates. Assessment data is synthesized, analyzed, and next steps formulated by the IAC and Program Leadership as explained by the program's narrative and confirmed through interviews. Based on data, alterations are implemented as needed.

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 resources needs.

Findings

To support LBUSD's Induction Program, the district provides funds from the Local Control Funding Formula (LCFF), general funds, and some categorical programs as seen in budgets provided. The superintendent reported that the district is committed to supporting Induction, and that the superintendent makes plans and budgets for five years out to ensure the continuation of programs. Multiple groups interviewed, such as the program support staff, superintendent, assistant superintendent, and the IAC, shared the clear commitment on the part of the district to support the Induction Program. As one person stated, "The district, from all levels, does support the program."

The Induction program is housed at the Teacher Resource Center (TRC), a physical location for trainings and where curriculum leaders, coaches, and material resources can be found. The TRC provides a variety of supports for beginning teachers, and opportunities for both the Induction support providers and curriculum leaders to communicate and collaborate easily, as reported in interviews. Leadership for Induction is provided through the district in the form of the Assistant Superintendent of OCIPD, a program coordinator, full-time released support providers, access to district curriculum leaders and coaches as professional development providers (PDPs), and appropriate classified staff. Such coordination in support of Induction is evident on the program's organization chart and was supported through interviews. All groups interviewed expressed the ease with which staff communicates, coordinates, and collaborates to best meet the needs of participating teachers.

Sufficient resources are provided for the operation of the district's Induction program. Personnel provided through the Assistant Superintendent of OCIPD are: a .75 position for the program coordinator, a .5 position for clerical support, and a .35 for an account clerk. The Human Resources Services (HRS) staff works with new hires, introducing them to the program's Memorandum of Understanding (MOU) and maintains databases of new teachers' Induction activities. The district's strategic plan and PD implementation plan require coordination of PD by a district curriculum steering committee. With the Induction program coordinator as part of this committee, the needs of the program are included in district planning and funding as is evidenced in meeting agendas and through interviews. The district's annual budget includes the needs of Induction, covering personnel, trainings, outside resources

as needed, and a subscription to Survey Monkey for data collection around unit and program effectiveness and candidate competence. Through interviews, both district and program leadership confirmed sufficient allocation of resources to maintain and sustain Induction.

Both HRS and Induction program staff work to support the program and candidate needs. HRS identifies teachers who qualify for Induction, and shares the steps needed to enroll in Induction. Upon completion of the program, HRS staff verifies candidates' completion and guides them through applying for their clear credential, as confirmed by HRS staff. The Induction program staff work with candidates through on-site visits, professional development (PD), and a variety of group and one-on-one supports. Participating teachers report that they contact support providers through email, phone calls, and texts as needed. Of participating teachers who commented, all said their support providers responded to their needs quickly, even on Sundays. When asked about the main strength of the Induction program, 85% of participating teachers cited their support providers as the most valuable aspect of the program. Support is also provided through maintenance of the program's website, emails about events occurring, information shared through the Professional Development Management System (PDMS), and online discussion forums. While at times some participating teachers shared that they do not wish to focus on responding to the online discussion forums as part of their Induction requirements, they do appreciate the opportunity to see what is happening in others' classrooms and reviewing the resources uploaded to the discussion threads.

Annually, Induction program staff meets with HRS to determine needs for the coming year based on estimates of new teachers to be hired, as stated in the program narrative and confirmed through interviews. Along with determining who will participate in Induction, needed monies are aligned with the LCFF in order to maintain and support the program. Evidence of this support can be seen in the approved plan to add an additional support provider for the 2016-2017 school year to meet the needs of the growing number of teachers participating in Induction.

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

Interviews with the program coordinator and Assistant Superintendent of OCIPD indicated that support providers, professional development providers (PDPs), and curriculum leaders are employed to teach all courses, and provide field-based and/or clinical experiences in each credential and certificate program. Representatives from HRS and the Assistant Superintendent of OCIPD reported that a panel of teachers and central office administrators conduct the application and selection process via criteria established by the OCIPD. These include: advertising the position; submitting the letter of application, resume and references to the assistant superintendent's office; a formal interview and reference check; and hiring notification to the applicant. Eligibility criteria for the support provider role includes permanent employment status, a clear credential, demonstrated teacher leadership, completion of current district professional development and a commitment to be trained in FACT.

The instructional support team includes multiple facilitators: program coordinator, support providers, PDPs, and curriculum leaders, wherever necessary. The program coordinator is a member of the district curriculum leadership team and remains current in pedagogical practices and district policies to competently serve the needs of the Induction program. In this capacity, the program coordinator has access to committees that are responsible for current curriculum design, content standards, and professional development initiatives. Exposure and involvement in these committees provide the program coordinator with mentoring support that builds and expands the scope of the Induction program. Interviews with support providers and PDPs confirmed that the program coordinator trains them in Induction standards and other program requirements.

Furthermore, Support Providers reported that ongoing training is offered in coaching and mentoring that supports best practices for the California Standards for the Teaching Profession (CSTP) and appropriate academic standards. The support providers indicated that they

participated in trainings offered to instructional coaches and book studies conducted by the OCIPD. Moreover, they attend out-of-district trainings, such as those offered by the Los Angeles County Office of Education and national conferences. New information that is acquired from these outside trainings is tailored to the professional learning needs of the Induction participants and delivered to them according to the context of their learning environments.

PDPs come from cross-curricular content areas and district programs and are members of the OCIPD team. They reported that they continually receive training in their collaborative, curriculum departments within and across disciplines. Furthermore, PDPs collaborate with each other to identify the needs of participating teachers for each professional development event they facilitate. According to the PDPs, they facilitate professional learning events for participating teachers on PD nights and differentiate the delivery and content of the training based on their knowledge of the PTs' school setting and student demographics.

Representatives of the instructional personnel team indicated that they are aware of LBUSD's diverse student population and weave in aspects of culturally relevant teaching strategies to foster an understanding of English learners and special populations. The instructional team holds the philosophy that all professional learning activities should begin with the district's mission of supporting the personal and intellectual success of "Every Student, Every Day." Thus, emphasis is placed on addressing LBUSD's diverse student population and is embedded in the focus of Induction and other district trainings. Induction participants going through the program in two years have the option to engage in equity projects that bring to the fore the importance of addressing bias and having an understanding of cultural, linguistic, ethnic and gender differences in the classroom. Early Completion Option (ECO) participants are required to complete an equity project during their one year of Induction to help them have a comprehensive grasp of Induction Standard 6: Universal Access. In addition, the Induction program builds on the Context for Teaching and Learning FACT module, enabling participating teachers to address differentiation needs that are based on student backgrounds, learning styles and community resources.

Given that the Induction program is located within the OCIPD, PDPs are kept abreast of current trainings in curriculum design, literacy, English language learners and other instructional strategies. Professional development is aligned with the CSTP and California Content Standards, and PDPs are knowledgeable about their implementation. Induction Advisory Committee (IAC) members confirmed that Induction personnel regularly evaluate feedback data and prioritize the needs of beginning teachers.

LBUSD collaborates with members of the P-12 community through its IAC, consisting of the program coordinator, support providers, site administrators, representatives from IHEs, the Assistant Superintendent of OCIPD, PDPs, support staff, and HRS personnel. Members of the IAC confirmed they meet twice yearly to collaborate on the overall goals and mechanics of the program, review evaluation data, and develop policies that support program implementation.

The budget analyst and accounting clerk confirmed that allocations are made for Induction leadership staff to attend local, regional, and statewide Induction directors' meetings and related professional development. These meetings and professional development opportunities allow program leadership to be apprised of current and changing program implementation requirements, as well as to stay abreast of the most current research regarding effective support models for beginning teachers. Support providers reported that they attend outside trainings at the Los Angeles County Office of Education and have participated in a Kate Kinsella training.

The program coordinator provides a series of professional development options for the curriculum leaders that focus on various aspects of mentoring. The resources utilized in this series include *Taking the Lead* (Killion), *Mentoring Matters* (Lipton), *People Styles at Work* (Bolton), *Teach with Your Strengths* (Liesveld), the CSTP, and various articles, videos, or other resources found to support learning to mentor. All new instructional coaches and support providers to OCIPD receive this training.

Support providers reported that initial FACT training is provided to the support provider team by the program coordinator. As new support providers join the team, the program coordinator works individually with the support provider on the FACT requirements and how they are connected to the overarching concepts for beginning teacher support. Ongoing FACT training is provided in monthly support provider meetings (half-day trainings once per month) facilitated by the program coordinator, as well as informally amongst the support provider team. Support providers reported that the program coordinator and support provider team calibrate expectations for the FACT documents and rubrics, discuss connections to the CSTP, and identify how these elements of the FACT can be woven into the other elements of the program, such as online reflective courses and mentoring.

In addition to training provided to support providers, the program coordinator facilitates three, two-hour training sessions to on-site mentors for their work in teacher support. The support providers indicated that these sessions specifically focus on mentoring strategies, an overview of the CSTP, and the FACT documents.

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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Once hired, credential specialists and the credential manager in LBUSD's Human Resources Services (HRS) review teachers' credential status, checking to ensure that they are placed in positions appropriate to their credentials and to verify whether or not Induction is needed by the teachers. When teachers are identified as needing Induction, HRS provides them with the program's MOU and enrollment form, sending a copy of the signed MOU to the Induction Program. The Induction program then reaches out to the new hires via an email and opening letter, as explained by HRS staff. Program guidelines are shared with candidates so they are aware of the details of Induction Completion.

LBUSD hires the most appropriate candidates for open positions. During the interview process, prospective teachers participate in the Haberman Interview in which applicants are assessed on personal characteristics that have been found to have a high correlation with student outcomes, particularly in urban settings. These characteristics include: persistence, organization and planning, valuing student learning, theory to practice, approach to at-risk students, survival in a bureaucracy, locus of control, and fallibility. The superintendent shared that the district is working to recruit teachers from populations which match the diverse student population of LBUSD.

Through the hiring process, conducted in the HRS office, applicants for employment with LBUSD are thoroughly screened utilizing multiple measures of excellence in the following areas: academic preparation, pre-licensure clinical experiences, satisfactory scores on licensure exams, quality personal and professional background references, and Haberman Interview results. Once teachers are hired and placed in the Induction program, the program works to support candidates' sensitivity to California's diverse population as they work with the district's diverse student populations through PD sessions, placement on and discussion around the CSTP Continuum, and through one-on-one conversations. While some PD topics are specific to different diverse student groups, all PD carry an equity thread throughout the presentation, as reported by program leadership.

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.

Findings

Under the leadership of the program coordinator, applicants and candidates are advised on multiple levels. The process begins in the HRS department where an MOU is established indicating the candidate's obligation to participate in an Induction program. A record of this MOU is kept in the district's Human Resource Management System for future tracking and a copy is sent to the Induction program coordinator. Subsequently, the program leaders and support providers provide additional and targeted support to meet their participants' needs.

The program coordinator has a system in place to manage each candidate's journey towards completion of the Induction program. For candidates' convenience and anytime access, the program maintains a webpage that houses all program requirements. In particular, the program offers an introduction to the support provider structure, professional development series, the formative assessment system and accompanying documentation, such as forms, handouts and manuals. Ongoing written communication is maintained through program personnel to address the participating teachers' needs.

Participating teachers (PTs) reported having close working relationships with their support providers (SPs), including regular face-to-face visits, emails and text messages. PTs expressed tremendous gratitude for their SPs, and completers remarked that their relationships have continued post-Induction.

Education Specialists reported having an intake meeting at the beginning of the Induction journey. During this intake meeting, the support providers discussed the requirements specific to Education Specialists and their evidence requirements. The program coordinator reported that the Intake Meeting Protocol, along with an overview of the Education Specialist Activity Log, are the primary vehicles in which Education Specialist participating teachers document professional growth specific to their credential authorization.

Support providers manage the participating teachers' completion of the FACT modules according to their assigned cohort. The Induction program focuses on three designated FACT modules: Context for Teaching, Assessment of Teaching and Learning, and Inquiry. At the end of each module, a rubric score is identified to assess candidate competency towards completion of Induction.

Support providers are also responsible for supporting participating teachers through professional growth in the areas of the CSTP. The CSTP Continuum is utilized as a consumable document where the SP/PT pair can use evidence of teaching practice to measure professional growth and determine next steps. Participating teachers rank themselves on the Continuum in relationship to the CSTP and rank their performance status with regard to teaching practice. Furthermore, participants use the myPD system to search for district professional development activities that align with their ranking and have opportunities to register for relevant trainings.

Candidate competency is judged by several primary tools. Performance on the California Standards for the Teaching Profession (CSTP) is assessed, using the Continuum of Teaching Practice. The FACT modules and corresponding rubrics are also utilized to address student backgrounds, demographics, student community, site personnel, self-assessment, inquiry and resources. Participants engage in various mentoring pathways, such as one-to-one interaction, online collaboration, cohort professional development and collaboration activities. Exit interviews are also conducted along with examination of the Education Specialists' activity logs. Candidates who do not complete all program requirements are given notification of this status and potential employment consequences. Any activity that does not meet the rubric standard can be revised by the PT and resubmitted. Typically a score that does not meet the rubric minimum is connected to a lack of reflection or submission of evidence. The support provider works with the participating teacher to review the work and identify ideas for correction.

Candidate performance is routinely assessed to identify progress and areas of need. Beginning with one-on-one advisement regarding program requirements, candidates participate in support team meetings with their support provider, and administrator (if necessary). A plan for support is then developed that includes any additional supports deemed necessary. The program coordinator then follows through with the participating teacher as objectives are met and documented within the context of a portfolio. A transportability document is issued at the end of Year 1.

The program coordinator reports that there is a specific protocol in place that emphasizes the support provider/participating teacher relationship and the importance of Induction not having an evaluative impact. If a participating teacher needs an intervention (as determined by the assigned support provider), the program coordinator meets privately with the participating teacher. The program coordinator is responsible for providing any and all advice and assistance regarding the intervention needs to result in completing Induction requirements. The program coordinator uses particular strategies to get the participating teacher back on track, which includes one-on-one meetings to review Induction obligations as identified in the Participation Guidelines.

The Continuum of Teaching Practice is reviewed at five benchmark periods throughout the two-year Induction experience. The tool is used at the beginning of the participating teacher's journey for a baseline assessment and following each of the four formal observations. ECO

participating teachers address the Continuum three times during their one year of Induction (an initial rating, and once after each of the two inquiry cycles). Participating teachers also use the CSTP Continuum informally throughout their experience during Moodle assignments, Support Seminars, and in mentoring conversations with SPs.

The Continuum is also used informally during mentoring and reflection opportunities throughout the year. Participating teachers address all elements of the CSTP, including self-reflection, on their inquiry topics and self-determined areas of need.

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.

Findings

Given Participating teachers’ job-embedded environment, they regularly participate in field-based and clinical experiences in their everyday work. In addition to the roles of teachers’ employment, the Induction program also works closely with the OCIPD department to design, implement, and regularly evaluate a planned sequence of experiences that help teachers grow and reflect on the roles and responsibilities of the profession throughout the two year Induction journey. Interviews with participating teachers and the program coordinator confirmed that the LBUSD programs utilize the FACT system as the primary toolkit for coordinating a planned sequence of experiences through the two-year Induction experience. As indicated in the LBUSD Journey Graphic, teachers in the LBUSD Induction program participate in specific activities, events, and mentoring sessions designed to support the demonstration of knowledge and skills necessary for successful teacher development.

Participating teachers begin with the FACT system which supports the foundation of the program design. The first module, *Context for Teaching and Learning*, facilitates participants learning about their teaching environment, including resources and potential challenges for them and their students. With a support provider, participating teachers discuss prompts focused on their classroom, school, district, and community. The information that the teachers collect guides classroom decision-making and helps identify areas for professional growth.

The second module, *Assessment of Teaching and Learning*, provides participating teachers with opportunities to compare and contrast the outcomes and processes of the teacher preparation program with those of the Induction program. Participating teachers reported that during this module, they considered prior knowledge and skills gained from teacher preparation, their current context for teaching, and evidence gathered in a classroom observation by a trained support provider. They indicated that this initial assessment was foundational in identifying strengths and areas for growth and served as the impetus for subsequent inquiries of teaching practice.

School site placement and assignment of new teachers is determined by HRS in conjunction with school site administrators upon hiring. The Induction program is alerted to new personnel and school site placements at the beginning of the Induction journey and support is planned accordingly.

Site administrators reported that a roster of new teachers with their credential status is submitted to them at the beginning of the year. This roster informs them of the beginning teachers on their site. At the beginning of the year, the beginning teachers' support providers have a joint meeting with both the site administrators and the participating teacher to set the tone for the year.

The Induction program utilizes clinical personnel through its support provider model and additional professional development providers under the leadership of the program coordinator to implement the program. In this model, support providers mentor multiple candidates concurrently. This collaborative model is designed to facilitate a collegial atmosphere of a professional learning community. Support providers reported that they maintain strong collaboration among themselves, as well as with content specialists, professional development providers (PDPs), and site administration to support the needs of the beginning teachers.

The district's philosophy that guides the work of all teachers is: *"To support the personal and intellectual success of every student, every day."* The Assistant Superintendent of OCIPD verified that to achieve equitable access to the curriculum for all students, teachers must effectively plan and deliver standards-based instruction that incorporates differentiated instructional strategies, culturally responsive techniques, multiple forms of assessment, and use of a variety of resources. To further support the achievement of all students, regardless of ethnic and racial identification, socio-economic status, cultural background, gender and gender identity, sexual orientation, or specialized academic needs, teachers must have the ability to collaborate and communicate with all stakeholders. District policy is aligned with state and federal legal obligations, as well as ethical standards for program delivery. Support providers reported that the district provides a wide range of resources, ranging from literature on tolerance and underrepresented groups to equity trainings that support teachers in providing a bias free environment for student engagement.

Board policy stipulates that a primary district mechanism for ensuring access to the curriculum for all student groups is through the selection and evaluation of instructional materials (BP 6161.1). This requirement maintains that “district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies.” Curriculum materials that support diversity training are readily available for checkout from the Professional Library to all beginning teachers. Book titles available for check-out include: *Creating a Culture for Learning* by Paula Rutherford, *Why Race and Culture Matter in Schools* by Tyrone C. Howard, *A Framework for Understanding Poverty* by Ruby Payne, *A Mind Shaped by Poverty* by Regenia Rawlinson, and *Pathway to Peace* by Victor La Cerva. The program also carries a subscription to the *Teaching Tolerance* monthly publication and has back issues available for check-out. Support providers use this magazine to find pertinent articles to share with their groups during various support seminars.

Additionally, three times a year, participating teachers attend professional development sessions with a menu of options including, but not limited to: classroom responsibilities of the mainstreamed teacher, writing differentiated lessons, and unpacking ELA standards. Participating teachers elect two sessions to attend per PD Night, with some popular topics repeated on multiple dates.

Interviews with participating teachers and support providers indicated that through the Inquiry Process, participating teachers examine the learning styles of their students and develop assessment alternatives to provide them with multiple ways of demonstrating their knowledge. Through the Inquiry planning process, the participating teachers also examined potential barriers that may hinder access to the core curriculum.

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.

Findings

Participating teacher competence and professional preparation are assessed by the LBUSD Journey Graphic and Participation Guidelines. Using FACT as the foundation for the Induction experience, evidence, primarily from the inquiry component, is utilized by the program in determining teachers’ pedagogical skills. The program coordinator and support providers indicated that evidence collected in the inquiry process is analyzed to ensure that teachers understand the iterative nature of teacher development and is manifested in well-managed and inclusive classroom environments. Moreover, the program coordinator remarked that the

inquiry process requires teachers to implement a Plan, Teach, Reflect, and Apply model throughout their instruction, which undergirds their practice.

Interviews from completers indicated that their inquiry projects expanded their learning as they experimented with different instructional strategies learned during PD Nights and from resource materials. They appreciated the opportunity to learn from setbacks and deemed the reflection process an inherent component of their professional growth. While many current participating teachers find the Moodle process cumbersome, completers reported that they valued the Moodle forum discussions, which offered community building within their cohorts. Support providers and the program coordinator reported that the Moodle responses offer insight as to what participating teachers are thinking and where their needs lie.

Participating teachers reported that they felt thoroughly prepared in both content standards and elements of the California Standards for the Teaching Profession. They remarked that the Continuum of Teaching Practice served as a powerful assessment tool in their ability to work with students from diverse backgrounds. In addition, the myPD district online tool serves as a personalized professional development system designed to empower participating teachers during Induction and sustain their professional learning in subsequent years. Interviews with candidates revealed that the system was highly beneficial to the teachers, given its teaching and learning framework, which is based on FACT. Participating teachers valued the multi-modal resources that are delivered through face-to-face mediums, in their learning communities, and through digital content. Furthermore, a transcript of their learning activities is readily available for recordkeeping and serves as a third point for reflective conversations with their Support Providers.

Various program components, such as FACT rubrics, professional development attendance and participation, survey item analysis, CSTP Continuum of Teaching Practice, and Education Specialists IIPs and activity logs are used to assess candidate competency. Rubrics are used to assess phases of the Induction journey. The program has identified specific FACT documents as “Signature Assignments.” Within these assignments, the acceptable minimum score is 3 on a 4-point rubric. Rubric scores are entered into the program’s database. Scores that fall beneath the minimum threshold need to be revisited by the PT until the score meets the minimum threshold. The program coordinator monitors the rubric scores and meets individually with any participating teacher who continually fails to meet the minimum rubric guidelines.

An examination of sample portfolios indicated that teachers maintained a collection of their FACT tools, such as background information on students, learning styles, communities, school sites and local resources. Self-assessments, inquiry documentation, and student work, along with reflective notes were also maintained to trace their development over time. Completers reported that the exit interview was conducted by their support provider, who ensured that all program requirements were met. A colloquium then followed in which they presented their inquiry experiences in small group settings. The program coordinator later verifies that all

program requirements are met and submits a recommendation for the clear credential to the credential analyst. Participating Teachers later receive an email notification informing them to formally apply for the clear credential with the California Commission on Teacher Credentialing. Representatives from HRS reported that in subsequent days, the credential analyst follows through with the Commission to verify that the application was submitted.

Program Reports
General Education Induction
Education Specialist Clear Induction Program

Program Design

LBUSD has adopted a full-release support provider model. In this model, support providers are selected and assigned to assist multiple candidates concurrently. The model is designed to facilitate a collegial atmosphere within a professional learning community. The LBUSD Clear Credential Induction Program is integrated within the California Learning to Teach System. The program embraces the system's logically sequenced program from teacher preparation to a clear credential. LBUSD is one of the largest urban TK-12 school districts in the state of California with over 80,000 students and over 3,000 teachers. The LBUSD Induction sequence begins with long-lasting relationships the district and program have built with local IHE partners, California State University Long Beach (CSULB) and California State University Dominguez Hills (CSUDH). Interviews with stakeholders confirmed collaboration is consistent with both local universities in order to provide a cohesive structure and guidance for participating teachers within their professional teacher preparation and teacher Induction programs.

Program articulation continues with recruitment, hiring, and processing from the district's Human Resource Services (HRS) department. This step is connected to Induction through the communication and collaboration that is essential in informing participating teachers about the Induction process. It is purposeful and intentional that HRS has both a strong relationship with Induction and with the IHE partners. Next in the sequence, all participating teachers enrolled in the program are assigned to a support provider along with a cohort of other participating teachers who are in the same phase of Induction. The highly trained support provider is adept in providing and/or facilitating professional development throughout the participating teacher's journey and is trained in the FACT system. Utilizing the FACT system, all participating teachers complete three inquiries with a general focus in each of the following areas: pedagogy, teaching English learners, and special populations within the teacher's credential focus. The course of study describes how the program encompasses a model of: *Support + Professional Development + Formative Assessment = The LBUSD Induction Experience.*

Course of Study

As part of its full-release support provider (SP) model, the program coordinator holds monthly SP meetings. The topics include program updates, professional development, and mentoring refinement opportunities. Through these meetings, local and state survey data, and individual time with each support provider, the coordinator ensures that each support provider is prepared for support provider duties and providing quality support for each participating teacher. Support from the coordinator to support provider and from support provider to participating teacher is cyclical and the topics are revisited often allowing both all stakeholders the opportunity to research any area more in depth rather than just at a knowledge level. A synopsis of the LBUSD support model includes:

- SPs are assigned to participating teachers in Small Learning Community cohorts. The groups work together for the entire school year. Groups are sometimes reassigned in year 2 based on PT numbers and needs.
- SPs are Teachers on Special Assignment with extensive expertise in their content area and the various Induction Standards
- SP and PT groups meet face-to-face monthly for support seminars and cohort meetings
- SP visits PT in the classroom both formally and informally for conferencing and classroom observations
- SP posts online discussion threads (aka “Moodle”) twice monthly for the group to discuss professional growth, research topics, or Induction standards’ focus items
- SP is additionally available to PT as needed via face-to-face, phone, email, and text

Assessment of Candidate Competence

The LBUSD Induction Program provides candidates with multiple opportunities to assess practice throughout the two-year Induction experience. In addition to anecdotal records, monthly classroom visits, and informal support provider/participating teacher collaboration and communication, the program utilizes five official components of candidate assessment:

- Self-assessment reflections
- CSTP analysis
- FACT module rubrics
- Portfolio completion
- Online discussion forum grades

There are specified times throughout the program that the candidate is asked to submit evidence toward program completion. The program is essentially divided into four segments (based on semester). Most of the participating teacher assessment analysis is conducted at the end of each of these four segments of the program (FACT module rubrics, portfolio completion, self-assessment reflections, and CSTP analysis). Other participating teacher assessment is ongoing throughout the program (twice per month online discussion forum topics, meeting/PD attendance, and monthly SP classroom visits). Interviews and evidence reviewed at the site visit substantiated that the SP team engages in calibration activities throughout the year in order to

assure all participating teacher assessment is completed with fidelity. Furthermore, at the end of each year of the program, participating teachers partake in an event to showcase their inquiry project(s) for that particular year. They discuss the highlights, struggles, and next steps of the inquiry study with a group of their peers, support providers, and site administrators. Participants at the end of the two-year journey also complete an exit interview to ensure that all requirements have been completed before the program coordinator is able to verify completion of program to the Human Resources Services (HRS) department to be recommended for a clear credential.

Findings on Standards

After reviewing the institutional report and supporting documentation, and after conducting interviews of candidates, graduates, faculty, staff, employers, and supervising practitioners, the team determined that all standards for the General Education Induction and Education Specialist Clear Induction programs were **Met**.