

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Los Banos Unified School District

June 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Los Banos Unified School District. 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. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** 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	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	4	2	

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

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

Institution: Los Banos Unified School District

Dates of Visit: March 31 through April 2, 2014

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; 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 -

The entire team reviewed each of the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program and determined whether the standard was met, not met, or met with concerns. The site visit team found that six of the eight Common Standards are **Met** and that Common Standard 2 and 4 are **Not Met**.

Program Standards -

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the induction general education program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The site visit team found that, for the induction program, all program standards are **Met** with the exception of Program Standard 3 and 6 which are **Met with Concerns**.

Overall Recommendation -

Based on the findings for both the Common Standards and the Program Standards, the team recommends that an Accreditation Decision of **Accreditation with Stipulations**. The team proposes the following stipulations:

- 1) That the institution develop and implement a unit-wide assessment system. The system is to include data collection related to unit and program outcomes, and that the data be used for unit and program improvement.
- 2) That the institution develop and implement both a selection process and retention process for support providers using well-defined criteria consistent with their assigned responsibilities in the program and addressing the requirements found in Common Standard 4.

- 3) That the institution develop a professional development system that meets the individual needs of the program's candidates and employs professional development providers who are selected and prepared consistent with the providers' assigned responsibilities in the program.
- 4) That the institution develop and implements a system to ensure that all candidates have assignments that include settings where they can demonstrate the skills and knowledge required in the areas of diversity, English language learners and students with special needs.

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

Advanced Credentials

General Education (MS/SS) Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Los Banos Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Los Banos Unified School District continue 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 Leader:	Monika Hazel San Marcos Unified School District
Common Standards:	Darren Battaglia San Jose Unified School District
Program Sampling:	Anne Yarroll-Melnick San Diego Unified School District
Staff to the Visit:	Gay Roby CTC Consultant

Documents Reviewed

41-Induction form	Cluster 3 calendar
Accreditation Cycle, Violet Cohort	Cluster 3 Professional Development agendas
Advisory Council agendas 2012-13	Completion Timeline, 2013-14
Advisory Council agendas 2013-14	Consultant MOU
Biennial Report	Consultant resume
BTSA Coordinator job description	Early Completion Option form
BTSA Handbook	End of Year/Exit Interviews
Budgets and Budget updates 2012-13	FACT System
Budget updates 2013-14	Individual Induction Plan

Intake agenda and survey
 Interview questions bank
 LBUSD Organizational Chart
 Mid-Year surveys
 Orientation agenda
 Principals' meeting agendas
 PT mid-year results
 State Survey results
 Self-Assessment of the CSTP
 Site visit calendar notes

SP job description and job posting
 SP letter of commitment
 SP master log, time log, training agendas
 Teacher Prep & Induction Alignment Chart
 Training and Professional Development
 Unit confirmation of SP/PT
 Unit graphic
 Unit meeting agendas

Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	17	6	27	50
Completers	4	0	4	8
Employers	12	12	12	36
Institutional Administration	1	1	1	3
Program Coordinators	1	1	1	3
Portfolio Evaluator	1	1	1	3
Support Providers	0	15	8	23
Professional Development Provider	1	0	1	2
Advisory Board Members	0	5	0	5
Credential Analysts and Staff	0	1	1	2
IHE Representative	1	0	0	1
TOTAL				136

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

Background information

Los Banos is a city in Merced County, California, near the junction of State Route 152 and Interstate 5. Los Banos is located on the west side of the San Joaquin Valley, 26 miles southwest of Merced. The name *Los Banos* is Spanish for "the baths", and was originally spelled **Los Baños**. It is named after a spring that feeds natural wetlands in the western San Joaquin Valley. Its official spelling is without the ñe, and signs do not insert the tilde above the n. It can be pronounced either as if the ñe were present ("los banyos"), or as it is spelled.

Since the 1980s, the city's population has changed with a continuing influx of people who work in the San Jose/Silicon Valley area but seek more affordable housing and slower pace of semi-rural life, a pattern seen in many other small towns within commuting distance of Silicon Valley. The population was 35,972 at the 2010 census, up from 25,869 at the 2000 census.

Student demographics in 2012-13 were Hispanic or Latino 39.0%, Asian 21.9%, White 21.4%, Black or African American 12.8%, Filipino 5%, Two or More Races 4%, Native Hawaiian or Pacific Islander 1.3%, none reported 0.7% and American Indian or Alaska Native 0.4%. Teachers Demographics in 2011-12 were White 66.4%, Asian 8.7%, Hispanic or Latino 7.7%, Black or African American 7.4%, none reported 6.1%, Filipino 2%, Two or More Races 0.8%, and American Indian or Alaska Native 0.5%, Native Hawaiian or Pacific Islander 0.3%.

The school district is the top employer in the area, with 839 employees and has eight elementary schools, one middle school, two high schools, and one alternative school. The Induction program services one local charter school as well.

Education Unit

Los Banos Unified School District (LBUSD) is the sole sponsor of the LBUSD BTSA Induction Program. It is the fiscal office of record and receives and disperses funds from the state of California. LBUSD provides institutional support to implement the Induction program for all qualified beginning teachers, TK-12, in the district, free of charge. The Induction coordinator works jointly with the HR office to form the unit that is charged with ensuring the high quality of the Induction program.

LBUSD oversees the program with an advisory council consisting of the Superintendent, area administrators for human resources, elementary and secondary education, site administrator representation, teachers' association, and support provider representation. The council reviews the operations of the program and provides advice for implementation.

The coordinator oversees the day-to-day functioning of the program. The coordinator provides professional development to the support providers and candidates ensures all stakeholders are knowledgeable of and involved in the development of the beginning teachers, collects necessary data, writes all reports, and maintains all records.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (2013-14)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	6	24	CTC

The Visit

The visit took place at the Los Banos Unified School District's main office from March 31-April 2, 2014. The team consisted of a Team Lead, a Common Standards reviewer, a Program Sampling review team member, and a State consultant.

Common Standards

Standard 1: Educational Leadership

Standard 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

The vision of the Los Banos Induction Program is to increase student achievement by developing effective teachers through the reflection and self-assessment of the California Standards for the Teaching Profession (CSTP). The program utilizes the Continuum of Teaching Practice in conjunction with the state developed Formative Assessment for California Teachers (FACT). Completion of the FACT system documents is one of the components that indicate a candidate's completion of the program, according to the interviews with the credential analyst, program coordinator and program director.

Interviews with the program director and program coordinator highlighted that the mission of the Los Banos Induction Program is to help novice teachers not only to survive their early years, but to emerge as confident, skilled professionals. With the help of a trained support provider the Los Banos Induction model helps novice educators maintain a strategic focus on student learning and classroom instruction.

Authority and support is provided by the district to implement the Induction Program for all qualified general education teachers, TK-12, in the district at no charge. The school district induction coordinator oversees the day-to-day operations of the program with the advisory council. The program director and the program coordinator comprise the overseeing unit.

The current Superintendent and Assistant Superintendent of Human Resources are strongly committed to the vision of maintaining the program under local district control through budgetary crises to ensure that the program can recruit and retain quality teachers. Stakeholders and program documents provide a clear picture of the collaboration among the induction program, human resources, advisory council, and instructional services. The shared vision of these departments guides the district in retaining new teachers who are competent in the skills articulated in the mission. Frequent informal meetings between the program director and the Superintendent ensure the on-going flow of information and program needs. These meetings are primarily held as planning meetings.

The Los Banos induction unit works with site administrators, support providers, and candidates to ensure active involvement of all stakeholders in the Induction Program. An advisory council

that includes these stakeholders meets throughout the year. This collaborative team reviews the operations of the program and provides advice for changes or modifications of implementation. Site administrators are provided small modules of training regarding the program and formative assessment documents and advised of pertinent information at monthly principals' meetings where Induction is a standing agenda item.

Candidates confirmed that the program coordinator and the credential analyst conduct personal interviews, review candidate inquiries, and monitor professional development participation for each program participant. Formal reviews of candidate work and advisement regarding remediation and next steps are done at least twice a year, with written documentation placed in the candidate portfolio. Upon completion of all requirements, the Assistant Superintendent for Human Resources and coordinator send the recommendation for a clear credential to the Commission on Teacher Credentialing (CTC).

Standard 2: Unit and Program Assessment and Evaluation

Not 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 Los Banos Unified School District implements components of an assessment system as indicated by interviews conducted and documents reviewed. Candidates, support providers, and site administrators participate in the annual state survey as indicated in the biennial report and state survey reports from the CTC. Participation rates in the state survey varied and the unit noted that it was difficult to draw some conclusions due to low participation rates among some stakeholder groups.

In addition to the annual surveys, the induction coordinator conducts a mid-year survey of site administrators, support providers, graduates, and candidates to help monitor program quality and to inform program improvements during the school year. Various stakeholders, including the advisory council and site administrators, reviewed this data. Support providers noted that a needs assessment was administered at the beginning of the year to request feedback related to their professional development needs. Additionally, the coordinator collects qualitative feedback from support providers at each meeting using a "Triangle-Square-Circle" protocol to check support provider understanding of the training as well as collect questions that they still might have. Support providers reported that the induction coordinator is open to feedback and their needs.

Stakeholder groups noted opportunities where they receive data and information about the program and communicate their thoughts and opinions with leadership. However, a comprehensive system of evaluation and analysis of the data for program improvements could not be confirmed. Opportunities for assessment were sporadic and unevenly managed with limited or no information systematically gathered from certain stakeholder groups (e.g., IHE partners or advisory council members). The preponderance of assessments gathered data on

candidate competence rather than program effectiveness. The review team found limited evidence that the program presented data sets to stakeholder groups or used systemic method for analysis and program modification. The Biennial Report response indicated that additional data sets would be expected in the next report.

The process for the assessment of candidates occurs at multiple times throughout the program. During the intake process, candidates are screened for their credential qualifications and prior experiences that help program leadership select potential support providers. As candidates complete the program, they submit evidence of application of learning in each of the formative assessment modules. The district consultant reviews and scores the work submitted, providing specific feedback should revisions be needed. Candidates reported receiving feedback through the program's learning management software, Edmodo, which was implemented beginning in the 2013-2014 school year. Completion of the formative assessment documents indicates that the candidate is ready to be recommended for the clear credential.

As stated in the candidate letter of commitment, all candidates complete an end-of-year interview conducted with site administrators and support providers. This format provides candidates the opportunity to reflect upon and share their learning over the last year. Through interviews, the site administrators expressed the value of this format and of the more complex ability of candidates to be reflective when compared to some veteran teachers. The program would benefit by analyzing and quantifying some of these reflections.

Rationale

Though individual components of a system of assessment were in place, the team did not find evidence of a comprehensive system of assessment, data analysis, and evaluation for ongoing unit and program improvement.

Standard 3: Resources

Standard 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

Los Banos Unified School District provides institutional support to implement their Induction Program for all qualified beginning teachers, TK-12, in the district free of charge.

An interview with the Assistant Superintendent for Human Resources and a review of the program budget and district facilities confirm that district leadership has a strong commitment to educator preparation. The unit provides the necessary funding to support a district coordinator (0.5 FTE), outside consultant, support provider stipends, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.

The Assistant Superintendent of Human Resources, who also serves as the induction director, works with the part-time coordinator to plan and monitor the budget for the induction program.

During candidate interviews it was reported that the Los Banos induction website is a helpful resource that supports candidates regarding details and requirements of the induction program. It contains important dates for program participants as well as archived newsletters for candidates. The website is maintained by the induction coordinator.

Interviews with the induction coordinator and the advisory council confirmed that the budget and resource allocations are monitored on a regular basis. Three times a year, a district allocation summary is provided to the advisory council for discussion and recommendations. The induction coordinator reviews financial activity reports with the council members throughout the year and provides suggestions for adjustments as necessary.

Through a review of documentation and interviews with program leadership, it is evident that the scope of work for the induction coordinator includes oversight for the program design, implementation, budget, staffing, and allocation of resources for support of the candidates in the program. Evaluating the program, relaying induction information to the induction advisory council and other district departments, are all part of the processes used to determine resources needs.

Standard 4: Faculty and Instructional Personnel

Not 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

The unit has established basic criteria to be considered for the support provider position, including holding a California clear credential and five years of teaching experience. Documentation and interviews with staff noted that matches between support providers and candidates followed a protocol that includes same school location and same subject matter and grade level whenever possible. However, the team could not substantiate a systematic manner of selection of support providers that ensured quality personnel. The current process does not include the means to ascertain current knowledge in the content they teach, their understanding of the context of public schooling or the modeling of best professional practice. Additionally, the team could not find evidence of a system to only retain effective support providers.

The program coordinator ensures all new support providers receive an initial training on the FACT system. A review of documents included the agendas of the monthly professional development trainings that strive to ensure support providers are prepared to support the candidates in completing formative assessment activities. The team reviewed documents and conducted interviews with support providers and staff that confirmed that the support provider training includes components of mentoring skills and reflective questions. Support providers and candidates attend some of these trainings collaboratively and work on formative assessment items. Attendance at these trainings was verified by sign-in sheets and through interviews. The unit made alternative arrangements for support providers to receive information from the trainings if they were unable to attend. Many of the support providers articulated the value of the mentoring support they received in these trainings and related how they were able to utilize newly acquired questioning skills with their candidates, becoming more reflective practitioners. The pedagogical connections between the training and mentoring skills and the completion of FACT items were not expressed by all support providers. Candidates reported instances where they felt support provider guidance was weak in regards to English learners and students with special needs.

A review of the documents and interviews with the support providers found that during the 2013-2014 school year, the unit developed an Individual Mentoring Plan (IMP) to support the growth of the support providers. Through a self-assessment process, the support providers identify personal mentoring goals. The coordinator provides written feedback and they revisit the document during the year to reflect.

The program coordinator is the sole professional development provider, offering voluntary professional development for program candidates, which had poor attendance in 2013-14. As documented in their previous responses to the common standards and their most recent biennial report, the unit recognized the need to re-establish professional development that has been greatly diminished during the recent economic downturn.

Rationale

Evidence was lacking and therefore the team was unable to determine: 1) if Support providers 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; 2) if support providers have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools; and 3) if the program has a system to retain only effective support providers.

Standard 5: Admission

Standard 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

A review of the documents and interviews with stakeholders indicated that the candidates are admitted on well-defined admission criteria and procedures, including all Commission-adopted requirements. The Los Banos Unified School District adheres to federal and state nondiscriminatory hiring practice. The credential specialist reported that in order to find applicants from diverse populations, the human resource department attends recruitment fairs throughout California and advertises all openings on EdJoin (Educational Job Opportunities Information Network), an on-line system run by the California County Superintendents Educational Services Association. Interviews documented the commitment to the induction program as a tool for recruiting and retaining diverse staff.

Once hired, candidates are eligible to join the Los Banos induction program if they have the appropriate preliminary credential. Based on the information from the Notification of Eligibility form, and validated through stakeholder interviews, candidates are contacted to inform them of their eligibility status and responsibility to attend an intake meeting with the BTSA induction coordinator. During this one-on-one intake meeting the candidate's credential documents are reviewed and the coordinator notifies the candidate of their credentialing requirements. The candidate is also introduced to the CSTP and informed of how they compare to the Teacher Preparation Expectancies using the Teacher Preparation and Induction Alignment Chart to identify a possible focus in induction work. Interviews with candidates confirmed that attendance at this meeting helped them understand program structures and requirements.

Candidates are advised of the Early Completion Option and eligibility requirements, and are also informed of the requirement to attend an orientation meeting. This meeting enables the induction coordinator to get to know the candidate in order to make an appropriate pairing with a support provider. Additionally, candidates receive a handbook outlining the requirements of the program including clear credential requirements and Formative Assessment for California Teachers (FACT) materials.

Standard 6: Advice and Assistance

Standard 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

Interviews with the program coordinator, credential analyst, and candidates confirmed that 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. A review of completed program documents and an interview with the credential analyst confirmed that at the point of hire, a credential analyst meets with the candidate and completes the Notification of Eligibility form. During this initial meeting, an intake form is also completed and the candidate's credential is reviewed. Completed forms for

eligible teachers are sent to the induction coordinator, who contacts the candidate to schedule an individual advisement meeting.

Interviews with the program coordinator, candidates, and support providers confirmed that the induction program offers an orientation for candidates. During orientation, candidates are advised of the requirements for the program, receive a handbook, sign a letter of commitment that outlines their responsibilities to complete the induction program, and receive information about their right to request an early completion option.

Candidates, support providers, and the program coordinator stated that both the candidates and support providers are given a completion timeline to allow them to organize their induction work along with their other school and personal responsibilities. Timelines and other important dates are also posted on the website and in monthly newsletters.

Candidate FACT assignments are uploaded into an electronic portfolio in the learning management system, Edmodo. The candidates document professional growth through the Continuum of Teaching Practice and the CSTP. This process was confirmed by candidates, support providers, and program coordinator interviews as well as by reviewing the candidate electronic portfolios. As candidates progress through the formative assessment process, their completed documents are reviewed and scored by the induction consultant and monitored by the induction coordinator.

A review of the documents as well as interviews with the program coordinator and candidates confirm that the coordinator provides the candidate with periodic progress checks. The Evidence of Application documents are provided to all candidates, support providers, site principals, the Superintendent, and the Area Administrator of Human Resources.

Candidates, support providers, and the program coordinator stated that the program coordinator is readily available for assistance and is extremely supportive of all candidates. If a candidate is determined to need special assistance, the induction coordinator schedules a meeting with the candidate. At the scheduled meeting, the level of assistance is determined and documentation is shared with the candidate and support provider.

Standard 7: Field Experience and Clinical Practice

Standard 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

The Los Banos Induction program implements a planned sequence of experiences through Formative Assessment for California Teachers (FACT). By using their own classrooms for field experience, candidates demonstrate the knowledge and skills necessary by participating in FACT inquiries that include self-reflection on the CSTP and the Continuum of Teaching Practice, creating an Individual Induction Plan (IIP), observing veteran teachers, reflecting on lessons observed by their support provider, and analyzing student work. Candidates reported that these activities enabled them to better plan to support all students.

FACT is designed to support and inform candidates about their professional practice in the context of an ongoing, collaborative partnership with a trained support provider. Candidates confirmed this partnership was the most effective element of their participation in induction. Formative assessment structures not only help candidates identify and strive for high levels of classroom instruction, they also establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. Principals report that these processes have resulted in improved classroom practice in both candidates and the support providers.

Through the planned clinical experiences, such as the completion of the Class Profile, the self-reflections on the Induction standards, and the IIP, the program is designed to develop candidates' ability to provide universal access for all students.

During interviews with the candidates, they expressed that they valued the opportunity to challenge themselves in their IIP and improve differentiation strategies to meet the needs of all of their students. However, the team noted that a significant number of candidates at the secondary level were not afforded the opportunities offered to work with all types of learners (e.g., English learners, special populations) and it was largely dependent on a candidate's current assignment. Candidates reported that opportunities for additional professional development in these areas would be welcome.

Standard 9: Assessment of Candidate Competence

Standard 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

The program coordinator, support providers, and candidates confirmed that the program implements the FACT system in support of its general education induction candidates. The system provides the opportunity for the candidate to systematically focus on developing as a professional educator through the application of the CSTP. Formative assessment documents highlight the embedding of the CSTP throughout the program.

Candidates upload evidence regarding their improving practice into their e-portfolio as formative assessment assignments are completed. The induction consultant reviews the evidence and scores the assignments. Interviews with candidates, the program coordinator and the program consultant

confirm that the consultant communicates with the candidate regarding completion of assignments as well as requests revisions as necessary. However, candidates also expressed the desire for both exemplars and a transparent rubric for scoring as many times they did not have a clear understanding of an assignment's expectations.

Communication between the program coordinator and the various stakeholder groups was repeatedly reported as a strength and hallmark of the program. Both support providers and candidates confirmed that emails are sent to them regularly, reminding them of assignment due dates and progress throughout the candidate's participation in the program. A checklist of progress is maintained and shared as a part of this process.

Interviews with support providers, candidates, the program coordinator, and the program consultant confirmed that as the candidates move through the formative assessment process, completion information is communicated through both the Edmodo learning management system and through emails from the program coordinator. A review of the candidate Evidence of Application documents, completion forms, and candidate exit presentation documentation, as well as interviews with the credential analyst, site administrators, and the program coordinator confirmed that it is only upon completion of the program that the candidate is recommended for a California clear credential.

A review of the state survey report revealed that most of the components of the formative assessment system were helpful and had a strong impact on candidate teaching practice. This was confirmed in interviews with candidates and support providers who also stated that the collaboration with colleagues and reflective conversations were the highest valued components of the formative assessment process.

Program Reports

General Education (MS/SS) Induction Program Clear Teaching Credential

Findings on Standards

Program Design

In interviews with stakeholder groups, it was commonly expressed that the mission of the Los Banos induction program is to help novice teachers become confident, skilled professionals. By supporting beginning teachers in their growth as skilled and effective teachers, induction promotes the school district mission to prepare and deliver curriculum focused on state and district-adopted Common Core State Standards and provide access to the best teaching and content for all students.

The Area Administrator of Human Resources verified that over the past few years, there has been a population increase in the Los Banos community resulting in increased hires within the school district. The increase in new teachers has required significant changes to the Induction program including hiring additional support providers and transitioning to a new e-portfolio system.

A thorough review of the documents and interviews with various stakeholders provided evidence that the program design offers an eligible new hire the advice and assistance required to enroll in the program. Once enrolled, support providers guide the candidates through the formative assessment system and program requirements.

The district has allowed for a .5 FTE induction coordinator to provide direct leadership of the program along with the Assistant Superintendent of Human Resources who serves as the director of the induction program. During the recent economic downturn, the services of an expert outside consultant well-versed in the induction process, formative assessment, and accreditation were secured to support the extremely low number of participants. Now that participant numbers have risen, his services include scoring the candidate FACT e-portfolio work and communicating with the candidates regarding module completion. This was evidenced by a review of the program budget documentation, interviews with the program coordinator and program director as well as an interview with the program consultant. However, the candidates reported a lack of understanding of the rubric grading system.

Collaboration between the induction program and site administrators establishes a professional, educational community, ensuring structures that support the activities of the induction program this is evidenced in advisory council, program coordinator and site administrator interviews as well as through a review of the principal training agendas. The induction program collaborates regularly with a variety of stakeholder groups. Interviews with candidates, advisory council members, and the program coordinator concluded that the program advisory council and site administrators contribute to the leadership and improvement of the program.

Site principals play an integral role in the support of the candidate. The program coordinator presents at monthly principal meetings; she uses her time to train the principals in FACT and ways to support new teachers. During the monthly trainings, candidate progress is discussed and

new teacher strategies are shared with the site leadership. In addition to site administrator and advisory council support, the Superintendent has shown consistent support of the program. Interviews with the program coordinator, program director, and program consultant stated that if it were not for the support of the Superintendent, the program would have been forced to join another local program. The vision and commitment of the Superintendent to the district program has assured the continued funding and support of the program.

The review team found that while there were minimal criteria for support provider qualifications (holding a valid credential and years of service), other criteria were not employed on a regular basis or evaluated in any systemic way. Interviews with stakeholder groups confirmed this lack of a support provider selection process. According to interviews with support providers, the program coordinator, and the credential analyst, vacant support provider positions are posted on the district website. Interested candidates apply and are given the position without an identified, common process. Several support providers reported that they were told by their site administrator that they must become a support provider due to the fact that there was a new teacher on campus that needed to be served.

Candidates reported the quality of support they received was inconsistent from one participant to another. Interviews with site administrators and support providers did not reflect the statements made by candidates around support provider quality. The review team could not confirm a consistent system of support provider evaluation.

The program coordinator serves as the program's sole professional development provider and offers a limited number of professional development offerings. Since these sessions are voluntary, few candidates have attended.

Course of Study

A thorough review of the program advisement documents, candidate completion checklists, interviews with candidates, and support providers confirm that the induction program uses FACT as the required formative assessment system. Within the two years of induction, the candidates complete the processes and procedures delineated in FACT which includes three inquiry activities (two for early completion option candidates) to increase student achievement by increasing teacher reflection and improving instruction.

Interviews with support providers, candidates, and the program coordinator support the fact that candidates and support providers are provided training specific to the understanding of the formative assessment documents and that program documents are completed with the aid and support of a support provider.

In relation to candidates' ability to address diversity, English learners, and special populations, the team found that secondary candidates' assignments have not been monitored for inclusion of students in these categories and not all candidates were able to demonstrate knowledge and skills in these areas due to their assignment. Additionally, without adequate opportunities for professional development in these areas, many candidates struggle to meet the requirements of program standard 6.

Assessment of Candidate Competence

The formative assessment process provides the opportunity for the candidate to focus systematically on developing as a professional educator in all aspects of teaching. Candidates upload evidence of application as formative assessment assignments are completed into their e-portfolio. The induction consultant reviews the evidence and scores it for correctness, advising the candidate of the need for revisions if necessary. The induction coordinator completes the Evidence of Application Document quarterly and communicates its contents with candidates, their support providers, site administrators, and the Advisory Council.

Interviews with support providers, candidates, the program coordinator, and the program consultant confirmed that as the candidates move through the formative assessment process, completion information is communicated through both Edmodo and email from the program coordinator. At the end of candidates' program participation, the coordinator reviews the checklist to determine completion. A review of the candidate's Evidence of Application documents, Completion Form, and Exit Presentation as well as interviews with the credential analyst, site administrators and program coordinator confirm that upon completion of the program, the candidate is recommended for a California clear credential.

Standard 3: Support Providers and Professional Development Providers - Met With Concerns

The review team could not confirm the existence and implementation of well-defined support provider selection criteria, a regular assessment of the quality of support providers, or criteria to retain only those who meet the standard.

Standard 6: Universal Access: Equity for All Students - Met with Concerns

A significant number of secondary candidates could not confirm their ability to demonstrate planning instruction for English learners and provide support services for special populations due to the fact that many did not have these students in their classroom and the program did not make alternative arrangements for them.