

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation
Visit for Professional Preparation Programs at
Fairfield-Suisun Unified School District**

**Professional Services Division
March 2017**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Fairfield-Suisun Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement		X	
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction	6	5	1	

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 Documentation and Evidence
- 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: Fairfield-Suisun Unified School District (FSUSD)

Dates of Visit: March 5-7, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although Fairfield-Suisun Unified School District (FSUSD) has operated a Commission approved educator preparation program since 2003, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2017 accreditation visit is the first accreditation site visit for this institution.</i>

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. 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:

Program Standards

All program standards are fully **Met** for the FSUSD Induction Program with the exception of **Program Standard 5** which was **Met with Concerns**.

Common Standards

All Common Standards were found to be fully **Met** with the exception of **Common Standard 4** which was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, program fieldwork, Individual Learning Plans (ILPs) and held interviews with program leadership, district leadership, site leadership, consulting teachers, participating teachers and program completers. As a result of finding all Common Standards **Met** with the exception of **Common Standard 4** and Program Standards **Met** with the exception of **Program Standard 5**, the team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

Staff recommends that:

- The institution’s response to the preconditions be accepted.
- Fairfield-Suisun Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Fairfield-Suisun 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:	Christine Sisco Stanislaus County Office of Education
Common Standards:	Mary Rees Palmdale School District
Program Standards:	Julie Sheldon Walnut Valley Unified School District
CTC Consultant:	Lynette Roby Commission on Teacher Credentialing

Documents Reviewed

Program Summary	Biennial Report Feedback
Preconditions Report	Preconditions Feedback
Common Standards Report	Common Standards Feedback
Program Assessment	Program Assessment Feedback
Transition Plan for General Education	Transition Plan for Special Education
Program Handbook	Advisement Documents
Program Feedback Raw Data	Major Changes Document
Seminar Resources	Program Calendar/Schedule of Events
Colloquium and Exit Interview Information	Candidate ILPs
Teacher Induction Surveys	ECO Requirements and Application
Consulting Teacher Professional Development Report	Recruitment Materials for Consulting Teachers
CSTP T-chart for Self-Evaluation	I SPY blog posts
Documentation of Contact	Contract Language for Consulting Teachers
Orientation Welcome Letter/Invitation	FSUSD Induction Website
Program Staff Retreat and Meeting Agendas	

Interviews Conducted

Stakeholders	TOTAL
Candidates	15
Completers	2
Consulting Teachers (mentors)	7
Program Director	1
Program Staff	4
Credential Analysts	1
Superintendent	1
Assistant Superintendent Human Resources	1
Assistant Superintendent Educational Services	1
Site Administrators	5
TOTAL	38

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

Background Information

FSUSD is located in the heart of Northern California. The district's central location provides easy access to various higher educational institutions including several campuses of the University of California as well as state universities, community colleges and private universities. FSUSD serves approximately 21,500 culturally diverse students. The district consists of thirty schools, including three high schools, four middle schools, seventeen elementary schools, several alternative schools, and one adult school.

As of October 2017 student enrollment was reported as:

Grades TK-5	10,086
Grades 6 -8	5,176
Grades 9-12	6,287
Total TK-12 Enrollment	21,549

The FSUSD Induction program is unique in that there are eight full time release mentors dedicated to supporting the induction program. In addition to the support of these full time release mentors, the district emphasizes a culture of inclusiveness and growth with the goal of teacher retention. FSUSD also provides release time for all department heads in the high schools so that they may coach the teachers on their site.

Education Unit

The FSUSD Induction Program is housed in the Educational Services Department and consists of one director, one full time support staff, and eight full time consulting teachers. Currently there are one hundred and eleven candidates in the program. Approximately fifty credentials are issued each year.

Table 1
Program Review Status

Teacher Induction Program	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)		
		Yr.1	Yr. 2	Total
General Education	52	60	42	102
Special Education	8	4	5	9

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report Teacher Induction

Program Design

The Fairfield-Suisun Unified School District (FSUSD) is the lead educational agency for a two-year teacher induction program. This program, housed in the Educational Services Department, is led by the Induction Director and supported by an administrative assistant and eight full time mentors called consulting teachers (CTs). The FSUSD Induction Program is designed to provide both general education and special education teachers with individualized support and professional development that enables them to meet the learning needs of their students and obtain a California Clear Teaching Credential.

The Program Director is an integral member of the Education Services department, led by the Assistant Superintendent of Education Services, and includes all directors in that department.

This group meets weekly and shares updates for each of their programs including induction. Interviews confirm that members of the Education Services Directors group also collaborate around teacher needs, district initiatives, and professional development planning. In addition, the Induction Program Director serves on the FSUSD Cabinet.

The Assistant Superintendent of Human Resources works with the Program Director in order to facilitate the identification of qualified induction candidates as well as with the selection of CTs. All new hires are contacted by Human Resources to determine who holds a preliminary credential and may be a potential candidate. This information is provided to the induction program unit who then communicates with them. In addition, CTs confirm with site administrators any new hires who may be eligible for induction and then contact the Director with that information. Candidates, called Participating Teachers (PTs), begin the induction process by attending a district orientation and an annual event called Great Beginnings.

The PTs and their assigned CTs engage in collaborative conversations around the California Standards for the Teaching Profession (CSTPs) and set goals using the Individual Learning Plan (ILP) which guides the PT's learning and growth over the two year induction process. The ILP goals are also guided by meetings with the site administrators. PTs in the FSUSD program are assigned a CTs who meet with them weekly to provide support and guidance as the candidates develop their ILP and complete program requirements. CTs also observe, problem solve, demonstrate lessons and share resources with PTs. CTs are selected through a rigorous process, trained in cognitive coaching and serve for a five year term after which they return to the classroom for a minimum of one year to refresh and update their curricular and classroom based experience. The CTs are selected based on PT needs and meet with each of them weekly for just in time support and guidance based on ILP goals. In addition, CTs observe the PTs in their classrooms multiple times each month and help them in gathering evidence of their teaching practice their reflection on growth. When there is not a CT with a credential match to the PT or do not have curricular

experience with the assigned PT, a district-based support system is in place that will provide targeted support surrounding teaching context. Numerous interviewees, including current PTs, program completers and site administrators reported on the value of the support from the CTs, both for new teacher growth and for retention in the profession.

Previously the FSUSD program employed the Formative Assessment System (FAS) as the primary foundation for induction, but has transitioned to a program-created process, which incorporates the ILP as the central focus of induction. This allows PTs and CTs more choice and freedom in how they present evidence of their teaching practice. Interviews confirm that the new system is much more meaningful and flexible for both CTs and PTs, and are aligned more effectively with their classroom practice. The ILP is informed by meetings with administrators and is collaboratively designed by the CTs and the PTs. In an effort to determine the current ILP document's effectiveness in guiding new teacher growth, the FSUSD Induction Program is continuing to gather evidence and use it to revise the ILP as needed.

Interviews confirm that CTs meet with the Program Director weekly to discuss topics such as updates from the field, seminar feedback, and suggestions for PT Table Talk meetings (short informative sessions about topics in which PTs have a particular need or interest) and seminars. During these meetings, CTs provide problem solving and support for each other as they share particular challenges or issues facing the PTs they are assigned. CTs also provide informal feedback to the Program Director regarding PT needs and participate in designing program modifications.

PTs give program feedback as part of their exit interview, and their responses are documented as part of program assessment data. These responses are shared with CTs at a year-end retreat and program revisions are discussed based on that feedback. The program is currently in the planning stage of gathering additional program data from relevant stakeholders as part of an ongoing assessment system.

Course of Study (Curriculum and Field Experience)

PTs and CTs collaboratively create goals based on each of the six CSTPs over the two year induction process. These goals provide the framework for the new teacher learning and growth, and guide how PTs gather evidence of the impact on student achievement and classroom practice. Based on a teacher's needs, the program provides flexibility as to when each of the CSTPs is addressed. The ILP is designed to guide inquiry based learning as PTs plan for instruction, analyze student work, and assess student learning. PTs and CTs co-assess teaching practice using multiple sources of evidence and after CTs observations provide feedback and debrief the observation.

In addition to their work with CTs, PTs have the opportunity to attend seminars and Table Talks. The seminar topics and Table Talk topics are selected by the Director in collaboration with Education Services. PTs provide feedback after each Table Talk session, which helps to guide the selection of topics for subsequent Table Talks.

Assessment of Candidates

As the PTs work with their CTs over the two year induction process, the CTs guide them in gathering evidence of their practice and in completing the ILP. PTs use self-assessment of the CSTPs to show areas of strength and growth, inform ILP goals, and monitor progress. Although all ILPs are reviewed by the end of the year, the Program Director reads samples of the ILPs on an on-going basis in order to determine if individual support as needed. At the end of the second year of induction, PTs participate in exit interviews in which they respond to questions about their growth over the two year induction experience, learning through the ILP and feedback about the program.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, employers, and consulting teachers, the team determined that all program standards are fully met for the FSUSD Induction Program except for the following:

Standard 5: Determining Candidate Competence–

Met with Concerns

As the FSUSD Induction Program transitions to the 2016 induction standards and an ILP based induction process, the criteria for determining candidate competence and completion of requirements are in transition as well. Currently the program collects, observes, and documents evidence collaboratively assembled by the PT and CT. However, verification of credential recommendations is not a systemized process. The Program Director and the CTs are developing a plan to examine and use completed ILPs to develop that process.

Common Standards Report

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> ● The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> ● The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> ● The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> ● The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> ● The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> ● Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> ● The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability 	X		

systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 		X	
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision: FSUSD’s Induction Program prepares PTs by implementing a formative assessment process that provides participants structured support through observation, feedback, and coaching from highly trained CTs. While the formative assessment process is being implemented, the program is currently developing a more formalized system around credential recommendations. Program faculty, institutional personnel, and relevant stakeholders are involved in the organization, coordination and decision making, as indicated by interview discussions around collaboration and the evaluation process of mentors and PD providers. Recruitment and faculty development support hiring and retention of faculty who represent diversity and excellence as evidenced in interviews and recruitment materials. Sufficient resources are allocated for the effective operation of the plan as indicated by an interview with the district superintendent. Interviews with the PTs, site administrators, and district leadership indicate that the induction program is, “A network of guardian angels” in which candidates progress rapidly in becoming quality teachers.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		

<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

The FSUSD Teacher Induction Program provides job embedded support that moves a PTs practice forward from their pre-service experience. The district recruits a diverse body of highly qualified candidates with potential for professional success through a screening process that is rigorous and consistent as evidenced through interviews with stakeholders.

At the time of hire, candidates complete a Teacher Intake Form that identifies for program leadership key elements of each candidate’s credential and experience as it relates to induction. The website provides information and resources to guide the participating teacher throughout their induction experience. In interviews, the Assistant Superintendent of Human Resources and the Program Director confirmed that these procedures are followed throughout the application process.

CTs guide and provide advice for the PTs as they use a co-created ILP and reflect on their practice as it relates to each of the California Standards for the Teaching Profession. Social media, newsletters and blogs provide PTs updated information on district initiatives and professional development opportunities

Program leadership meet weekly to review candidate progress and provide additional support to struggling teachers. The program crafts “Table Talks” to provide professional learning opportunities relating to the CSTPs and the Individualized Learning Plan (ILP).

Common Standard 3: Fieldwork and Clinical Practice

Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows	X		

candidates to learn, practice, and demonstrate competencies required of the credential they seek.			
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
· Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	X		
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	X		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

Interviews confirmed that CTs are the primary source of individualized support for PTs. They meet weekly with the PTs to observe, analyze teaching practices with coaching feedback, demonstrate lessons, co-teach and plan. CTs and PTs network with instructional leaders to provide content specific support, hence developing a system of support that goes beyond the two year scope of induction.

Documents confirmed that CTs are selected based on a rigorous application process that requires them to be observed, interviewed, and to demonstrate coaching skills via a video sample. All CTs receive cognitive coaching training. In weekly meetings with the Program Director they reflect, participate in just-in-time professional development, and receive specific coaching support on an as needed basis. They are evaluated yearly through analysis of the PTs’ exit interviews and the formal district evaluation process.

Interviews with PTs indicate that CTs are available, approachable and collaborative. “CTs are advocates for new teachers.” The open communication between site administration, the consulting teacher and the participating teacher enables the PTs to receive continuous support in areas of need. PTs report that the reflective conversation with the consulting teacher helps solidify their thinking and allows them to make necessary changes in their teaching practices.

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.		X	
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.		X	
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.		X	
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation		X	
Finding on Common Standard 4: Continuous Improvement	Met	Met With Concerns	Not Met
		X	

Documentation and interviews confirm that the Fairfield-Suisun Unified School District Induction program utilizes a limited amount of feedback and data for program improvement. The induction program recognizes the need and has created a plan to increase the data gathered and its analysis for program improvement. The program recently developed surveys for the participating teacher, consulting teacher, and site administrators. Starting in Spring 2018, the qualitative data gathered from the formal presentations, exit interviews and the three new surveys will provide specific data on the effectiveness of the program and candidate competence. Program leadership indicate that regular examination and analysis of data collected will support changes to make the program stronger. The program leadership is also developing a method to analyze candidate growth toward mastery of the CSTPs. The team also recognizes that there will be a need to develop a process to analyze the newly implemented ILP to make program changes in the future.

Common Standard 5: Program Impact

Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		
Finding on Common Standard 5: Program Impact	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

FSUSD Induction Program ensures that all PTs demonstrate the knowledge and skills necessary to educate and support all students in meeting the state adopted academic standards through their successful completion of their Individualized Learning Plan as they grow in moving toward mastery of the CSTPs. Site administrators indicate that implementation of new skills and strategies are well done by the PTs. "PTs' growth mindset allows them to be open to suggestions and proactive in seeking solutions." As evidenced through interviews, the weekly collaboration with well-trained CTs enable PTs to differentiate and demonstrate support for the full range of learners. One participating teacher reported, "Open communication and feedback kept me aware of my trajectory." Documents illustrate how the PTs evaluate themselves against the CSTPs continually throughout the induction process. This information, coupled with the exit interview data, is the basis for recommendation of a clear credential. "Induction weaves everything together."

INSTITUTION SUMMARY

The FSUSD Teacher Induction Program provides job-embedded professional development and a support system that has truly become an integral part of the FSUSD culture. The Program Director and her team of full time CTs provide weekly individualized support to PTs in developing and refining best teaching practices. Using a co-created Individualized Learning Plan, new teachers gather evidence while reflecting on their practices as it relates to each of the California Standards for the Teaching Profession. Teacher impact is truly a strength of this program. Interviews with all stakeholders illustrated the continuity of the program's support with the needs and demands of the school sites and their students. The dedication of district resources and district-wide support from administration all the way to the superintendent was clear. Clear communication is a high priority for the district in regard to induction, professional development opportunities, building a cohesive culture and high morale.

Being the first year of the transition to the new induction standards and the ILP process, the induction program team is making great strides toward fully meeting all of the common and program standards. Program leadership acknowledges the need for further work in the areas of analysis of data for program improvement and assessment of candidates for movement towards mastery of the California Standards for the Teaching Profession.