

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

**Professional Services Division
June, 2015**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Tracy 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 Major 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	Not applicable		
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	1	1
Education Specialist Clear Induction	7	5	1	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 Program Standards narrative
- 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: Tracy Unified School District

Dates of Visit: May 4-6, 2015

Accreditation Team

Recommendation: Accreditation with Major Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with program leadership, district administration, participating teachers, completers, support providers, site administrators, a credential analyst, and Advisory Council 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

The entire team reviewed each of the eight applicable Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that four Common Standards were **Met** and four Common Standards were **Met with Concerns**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for both the General Education Clear Induction Program and the Education Specialist Clear Induction Program. Following discussion, the team considered whether the program standards were met, met with concern, or not met. The site visit team found that four program standards were **Met**, one program standard was **Met with Concern**, and one program standard was **Not Met**.

Overall Recommendation

The team completed a thorough review of Tracy USD's program documents, program data, formative assessment system, teacher work products, interviews with program leadership, including district administrators, site administrators, credential personnel, Institutes of Higher Education representatives, support providers, participating teachers, completers, and the Advisory Committee. The team unanimously recommends a decision of **Accreditation with Major Stipulations**.

Recommended Stipulations:

1. That the institution provides evidence that leadership supports a clear vision for teacher preparation and fosters cohesive management, including clear communication among stakeholders.
2. That the institution provides evidence that each program within the unit receives sufficient resources to allow for effective operation of the credential programs. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development, and instruction.
3. That the institution provides evidence that all staff who support the program and/or provide professional development are qualified and have a thorough understanding of the needs of the program.
4. That the institution provides evidence that a process is in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experiences.
5. That the institution provides quarterly written documentation to the team lead and Commission consultant documenting all actions to remove the stipulations noted above.
6. That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations noted above.

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

General Education (Multiple/Single) Subject Clear
Education Specialist Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Tracy Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Tracy Unified School District continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

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New Haven Unified School District

Common Standards Cluster:

Karman Mak
PUC Schools

Bob Miyamoto
Ventura County Office of Education

Programs Cluster:

Carol Clauss
Lancaster School District

Staff to the Visit

Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

2008-2009 Support Provider Application	Introduction email
Administrator Survey	New Hire Notification email
Advisory Council agendas & member listing	Organizational chart for Ed. Services
Biennial Report	Participating Teacher completion docs
Biennial Report Feedback	Participating Teacher - Support Provider assignments
BTSA Overview PowerPoint	Participating Teacher survey
Common Standards Narrative Database	Portfolios
Director of Staff Development job description	Sample IIPs
Ed. Specialist Common Standard Addendum	Support Provider listing
FACT Analysis Forms addressing Program Standards 5 & 6	Support Provider logs
Financial Expenditures	Support Provider MOU
Induction Program Standards	Support Provider survey
Induction Program Teacher Information Sheet	Superintendent organization chart

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Participating Teachers	3	3	5	11
Completers			2	2
Support Providers	1	5		6
Program Leadership	2	2		4
Credential Analyst		1		1
Advisory Council	1	6		7
Site Administrators	5	3	2	10
District Administration		2		2
TOTAL				43

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

Tracy is a growing community of over 82,000 in the beautiful Central San Joaquin Valley. Just 60 miles east of San Francisco, Tracy provides easy access to points North, South and East via I-580. Tracy Unified School District is comprised of three comprehensive high schools, two alternative education high schools, one community school, two middle schools, four K-8 schools and seven K-5 elementary schools. The district currently serves more than 17,000 students.

Education Unit

The Induction Program is administered under the direction of the Director of Staff Development, who is also the Induction Director. Along with a teacher on special assignment (TOSA), the two staff members comprise the Induction Leadership team. The TUSD Induction program gives authority to the Induction Program Director. The Induction Program Director is authorized to oversee and manage the entire scope of the Induction program, including personnel and resources.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency Reviewing Programs
General Education (MS/SS) Induction Programs	Advanced	23	24	CTC
Education Specialist Clear Induction	Advanced	11	3	CTC

The Visit

The Tracy Unified School District Induction Program's site visit team included three members and a team lead. The team was supported by a state consultant available electronically throughout the review. The review took place at the Tracy Unified School District Offices on May 4-6, 2015. Prior to the visit, team members reviewed and analyzed documents on the institution's website, and held a team telephone conference to discuss their completed Common Standards Planning Instrument and developed questions for the Induction stakeholder group representatives. During the three-day visit, the team met at the district office to review additional documentation and interview stakeholders.

Common Standards

Standard 1: Educational Leadership

Met with Concern

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 standard requires that “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 site visitation team found no implementation of a vision to provide program direction. Interviews with program leadership did not indicate a research-based vision for education preparation. What was evident through interviews and document review, is that the program believes the “retention of successful teachers is highly influenced by the support and training they receive as new teachers.” In order to support their candidates, the program bases its work on FACT, implementing its components through meetings and work between candidates and support providers. The program also draws upon the Induction Standards and the California Standards for the Teaching Profession to guide its activities and candidate growth and development. Candidates focus on Induction Program Standards 5 and 6 through their Individual Induction Plan research work. This was confirmed through evidence review and interviews during the site visit,

To provide candidates with needed support, highly-recommended support providers are in place to work with them. As reported by candidates, strong communication between themselves and their support providers is a strength of the Induction Program. Support providers are usually at the same site as the candidates and are available to not only assist the candidates through times of frustration, but to help them complete their program work in FACT, as reported by candidates.

The Induction Program is administered under the direction of the Director of Staff Development, who is also the Induction Director. Along with two teachers on special assignment (TOSAs), the three staff members comprise the Induction Leadership team. One of the TOSAs is currently out on leave and will be returning to the classroom next school year. While these staff members run the overall program, other stakeholders have minimal opportunities for input.

The Advisory Council works with program leadership to review survey data, discern stakeholder concerns, and suggest ways to implement further training as requested, per comments made in interviews. One member of the Advisory Council stated that after analyzing the data presented to the group, changes were made to the program, for example, additional support provider trainings were scheduled for the future.

Candidates and support providers complete 1-2 surveys during the year, with candidates having an opportunity to provide additional feedback in exit interviews. While the support providers are a pillar of the program, supporting candidates through FACT and induction, they are not actively involved in the organization, coordination, and governance of the induction programs.

Induction leadership has the authority to design, create, and implement the induction program. Currently, the Induction Program is in a time of transition and development. Through interviews, team members expressed an understanding that current program workload priorities limit the program's leadership's responsive and active governance of the professional preparation programs.

The Induction Program has a process for recommending candidates for clear credentials. At the beginning of the year, candidates are informed of expectations and requirements to earn a clear credential. Through working with their support providers, candidates receive on-going guidance and support in meeting program requirements. Verified through both evidence review and interviews, at the end of the second year, support providers validate the completion of FACT, the director validates the collection of evidence for the four Induction standards, and the candidate participates in an exit interview. When program requirements have been met, Statement of Completion Letters are sent to the credential analyst as notification of who has completed the induction program, as seen in electronic evidence. The credential analyst then meets with program completers to review and verify that program requirements have been met, as stated in interviews. At this time, the credential analyst informs the completers about the process to apply for a clear credential.

Rationale

Although the narrative addressing Common Standards 1 aligns with the standard, due to recent changes in program leadership, evidence collected at the site visit was not found to support the standard in the following areas:

- The institution and education unit create and articulate a research-based vision for education preparation
- The vision provides direction for program implementation
- Relevant stakeholders are actively involved in program implementation

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 Tracy USD Induction Program implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system is designed to incorporate multiple assessment measures which provide feedback regarding various aspects of the Induction Program, including program effectiveness, candidate competence, and data driven goal setting.

A major assessment tool implemented by the program is the Induction Statewide Survey for candidates, Support Providers, and Site Administrators. Administered annually, the survey provides data that is analyzed by Advisory Council. Interviews with the Induction Advisory group comprised of representatives from district leadership, local universities, site administrators, support providers, and candidates revealed that program leadership shares survey results with the advisory group enabling them to provide feedback and make recommendations as needed. An advisory member noted that data suggesting additional support provider training would be beneficial was acknowledged by program leadership and is now scheduled for the coming year.

The Induction program utilizes data on the performance of candidate and program completers to inform program decision making. An interview with the associate superintendent revealed that recent analysis of data was used to determine if additional resources were needed to assist and support a struggling teacher. The Organizational Time Logs completed by support providers document the frequency and type of support received by candidates. Program leadership utilizes the information collected to assess effectiveness of support for their candidates. Individual Induction Plans submitted by the candidates provide information regarding the professional development needs of the candidates. Exit interviews are held with candidates completing the program to assess candidate growth. The BTSA Induction program participates in required CTC accreditation activities including the completion and submission of Biennial Reports and Program Assessments.

Standard 3: Resources

Met with Concern

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

District Administration reported that Title 2 funds are allocated to Induction to fund support provider stipends, substitute days for observations, and for Induction Program supplies. District Administration also funds the Induction Program by not charging the candidates; the salaries of program staff are covered by the general fund.

The Induction Director acknowledges the transition to a new Induction program staff. The Induction Director and Teacher on Special Assignment (TOSA), stated a need for a coordinator to focus on induction in school year 2014-2015. The Induction Director wears multiple hats and is also the Director of Staff Development. In addition to directing Induction, the director is the PAR director, coordinates the district transition to Common Core Math, the local new teacher orientation program called Tracy Teacher Induction Program (TTIP, a week-long orientation for teachers new to Tracy), district professional development (called PD Buy Back days), the Rigorous Design Initiative, and other tasks. The TOSA is a second year support provider and this is the first year as induction program staff. The TOSA is also a math Common Core coach for TK-8 teachers, actively participates in train-the-trainer of three math programs, facilitates district professional development, assists with TTIP program administration, and other coaching and technical support to teachers.

Interviews with support providers and candidates reflect the need for a coordinator to consistently coordinate, advise, develop professional development and instruction, and train support providers (field-based supervision) to meet candidate needs. In the interviews, support providers and candidates noted the consistent communications, and clarity of directions in school year 2013-2014. However, in the school year 2014-2015, such support is not as consistent. In the 2014-2015 school year, the current support providers are an ongoing source of support in this time of transition.

TUSD Educational Services Department, in conjunction with the district credential specialist from the Human Resources Department, is available to support the TUSD Induction Program. The Associate Superintendent of Education Services indicated that seven directors who report to her; one of the directors is the Director of Staff Development/Induction Director. Each director takes on a content area and the directors meet with the associate superintendent at regularly scheduled meetings. A process is currently not in place to assess the available personnel resources, as reflected in interviews with stakeholders.

Rationale

Although Tracy USD supports the BTSA Induction program with a budget and facilities, two areas stand out as under resourced: coordination of the program and sufficient information resource needs.

Standard 4: Faculty and Instructional Personnel

Met with Concern

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 TUSD BTSA Induction Program utilizes three levels of personnel: the Director of Staff Development, Teacher on Special Assignment (TOSA) and support providers. The Director of Staff Development and the TOSA deliver the professional development trainings for support providers and candidates.

The review team found evidence that program staff, including support providers, provide the majority of professional development to the candidates. The team was unable to determine that there is sufficient support for ongoing faculty development. The lack of support for faculty development, including support providers, appears to impact the quality and sustainability of the program.

Current leadership acknowledges the purposefulness of attending professional development on Induction. The Director of Staff Development described attending the latest Cluster Meeting with the TOSA as “the most useful thing that happened” in preparing for the site visit. Moreover, the Director of Staff Development has a doctorate in Curriculum Development and advocates for language learners. The TOSA has been trained in three Common Core math programs and advocates from the perspective of supporting students with special needs, as the TOSA was an Education Specialist. Thus, the program staff is qualified to provide professional development and support in the areas of context, content, and diversity. In addition, program staff collaborates with colleagues in university settings, as shown by the membership of a university professor on the Advisory Council.

Interviews with candidates and site administration, as well as surveys, indicated that support providers are highly regarded for their mentorship, current knowledge in their context, content,

and best teaching practices. One candidate stated that her support provider, who taught at a different school site, gave her “insight” on her context.

The areas of concern include providing support for faculty development and assessment/evaluation of instructional personnel. Program staff and interviews with support providers indicate that more training for support providers is necessary. Support providers and candidates also commented on the level of communication and quality of guidance being stronger in 2013-2014 than in the current year. In addition, the assessment/evaluation of instructional personnel was limited to year end surveys, which did not provide individual feedback to support providers.

Rationale

Program staff and support providers are qualified in content, context, and meeting the needs of diverse learners. However, two parts of this standard are of concern: (1) providing support for faculty development in the areas of educator preparation and candidate learning through systematic collaboration and (2) regularly evaluating the performance of professional development and of the support providers.

Standard 5: Admission**Met**

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

Findings

Interviews with stakeholder groups verified that the TUSD Induction Program collaborates with the Human Resources department to ensure all candidates have met all requirements prior to admission into the programs. The credential analyst confers with candidates to review their credential status and eligibility for program placement. The results of that conversation are documented on the Induction Qualification Form and sent to the Induction Director who then makes the final determination for eligibility into the General Education Induction or Education Specialist Clear Induction program.

The review team confirmed, through interviews, that the Human Resources staff and the Director of Staff Development collaborate in the program admission process to encourage and support applicants from diverse populations. The TUSD Induction Program has established open communication with local professional teacher preparation programs and has made diversity of applicants a priority. A significant percentage of candidates completed preliminary programs geographically close to the district at the University of the Pacific in Stockton, Brandman University, and California State University, Stanislaus. Regular telephone and e-mail conversations occur between these institutions and the TUSD Human Resources staff and Staff Development departments, to stay current with policies and procedures of programs and to ensure a seamless transition from teacher preparation to induction.

During the recruiting process, the Human Resources department and the Educational Services department collaborate to identify district personnel needs, encouraging and supporting applicants from diverse populations who have appropriate pre-professional experiences. All candidates who have been identified as potential employees are referred to the credential analyst to determine whether they have the appropriate pre-service credentials, experiences, and personal characteristics for district employment and Induction Program admission. Interviews with the Human Resources staff revealed that applicants in the recruitment process are provided with district information that helps them understand the personal characteristics, sensitivity to diversity within the state and district, communication skills, academic skills, and prior experiences that suggest a potential for professional effectiveness within the district.

All candidates, along with all new teachers to the district, are required to participate in the six-day Tracy Teacher Induction Program (TTIP). The program is designed to explain the district's professional expectations, district culture, and use of the district adopted curriculum and content standards. During TTIP, candidates receive information about the program and are provided with the contact information for their support providers. Candidates, support providers, and program staff interviewed all found the TTIP experience to be beneficial and productive.

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

Qualified members of the TUSD Human Resources and Staff Development departments are assigned and available to provide each candidate with clear information, and advice and assistance regarding their professional development and requirements to obtain their clear credentials. Candidates receive initial information about the induction programs from the Human Resources staff. Once the candidate signs a contract, verification is sent from Human Resources to multiple departments, including Staff Development, with information regarding credentials held and the years of experience of the candidate. The program staff then determines eligibility for Induction participation. Support providers assigned to candidates provide advice and assistance to candidates throughout the year. Interviews with candidates disclosed their satisfaction with the assistance they have received from their support providers.

The TUSD Induction Program strives to improve efforts to provide appropriate information to candidates. Program leadership noted that the BTSA Induction website is the official portal to access information regarding all BTSA related activities, program requirements and upcoming events. The shift away from paper-based BTSA binders is new this year. Gradually, candidates and support providers are becoming accustomed to accessing web-based content. A separate email account has been established for the program, candidates, and support providers. These groups verified timely responses to their questions from program leadership through this account.

The TUSD Induction program utilizes an internal database to document candidates' progress and participation in the induction program, and guides support and assistance efforts. Documents recorded include monthly logs completed by the support provider, submission and review of Individual Induction Plans, and attendance at Induction activities. Program staff members monitor the database to ensure that candidates make satisfactory progress and provide assistance and support to candidates who are at risk of falling behind.

The program’s advisement and assistance efforts are guided by the monitoring and evaluation of candidate progress and performance. At the close of the second year of Induction, the director and program staff meet to review evidence of the completion of the program requirements by the candidate. Support providers are engaged in the assessment process by providing initial approval and on-going review of inquiry focus questions and research aligned to evidence gathered. Exit interviews are held with candidates to collaboratively review completion of program requirements and reflect on their induction experience. Upon successful completion of the induction program, the signed completion form is forwarded to the Human Resources department where a recommendation for the Clear credential is made.

Standard 7: Field Experience and Clinical Practice

Met with Concerns

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 intended design of the program was determined through a review of the common standard narrative and through interviews with program leadership. As stated, the Tracy Induction Program uses Formative Assessment for California Teachers (FACT) to provide a sequence of field-based, clinical, and reflective experiences for candidates. Candidates participate in a series of formative assessment experiences designed to promote their knowledge and ability to use state-adopted academic content standards and strategies that promote academic achievement that differentiates instruction to meet all students’ needs. The review team found evidence that candidates are required to complete the TUSD-FACT Reflective Evidence of Application through Practice documenting their work in professional development activities. However, the consistent implementation of the requirement could not be determined due to limited documentation presented. Interviews with candidates and support providers did verify that activities, including scheduled observations of veteran teachers and opportunities for collaborative work are provided. Candidates noted the support of their support providers’ guidance with self-assessments on each of the elements of the California Standards for the Teaching Profession (CSTP), and performance levels using the Continuum of Teaching Practice (CTP) was helpful in assessing their teaching practice.

The review team verified that candidates are assigned a qualified teacher to serve as a site-based support provider for every year they participate in the program. The Induction Director collaborates with site administrators and other district staff regarding the selection of the best possible support provider. Site administrators are asked for nominations of candidates to serve

in the support provider role. Based on the nominations, the program director sends out a support provider application to the nominated teacher to determine interest and availability. The program's process then has the potential support provider complete an application and be interviewed. Support providers are selected and sign a Memorandum of Understanding indicating their knowledge and commitment to the program. Program leadership matches candidates and support providers with a priority of similar content area or department and assignments at same sites.

Formative assessment activities, along with the district sponsored Tracy Teacher Induction Program (TTIP), provide opportunities for candidates to initially become acquainted with their classroom context, district and school site culture, goals, and the community at large. The associate superintendent emphasized the priority to blend theory and practical application to support candidates in their ability to address diversity within the context of their teaching assignments. Continued professional development opportunities presented by both the program and district focus on the development and delivery of research-based strategies for improving student learning, according to the associate superintendent. Candidates indicated through interviews that the application of research to their teaching practice has been of value.

Rationale

The review team found a discrepancy between what was stated in the common standard narrative and in what stakeholders stated during interviews in the area of the unit's regular evaluation of 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." Based on evidence collected in stakeholder interviews, the review team could not substantiate that the program regularly implements such an activity.

Further, the review team felt strongly that the evaluation of field-based and clinical experiences by support providers who have not received on-going training and calibration is a practice that requires review. The practice of having support providers determine the completion of FACT formative assessment documents, including the Individual Induction Plan, is new to the program and support providers. Without appropriate on-going support provider training and calibration, the review team felt strongly that the practice does not accurately measure the evaluation of field based and clinical experiences.

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

The TUSD BTSA Induction Program candidates complete a portfolio demonstrating their knowledge and skills in the California Standards for the Teaching Profession, as well as areas mandated by the Program Standards. Candidates demonstrate the professional knowledge and skills necessary to educate and support all students through gathered evidence in their portfolio tasks, which includes evidence of CSTP/Continuum of Teaching Practice self-assessments, FACT Analysis, reflection and evidence of Induction Standard 5 – Pedagogy, Induction Standard 6 – Equity, English Learners and Special Populations, and Inquiries (IIPs). Sufficient evidence was present after a review of Candidates’ portfolios and interviews with completers, support providers and program staff to support this standard.

TUSD Induction program provides a complete and comprehensive induction experience for all candidates. The Induction Program ensures completion opportunities for each unique candidate’s needs by crafting an Individualized Induction Plan ([IIP](#)) which is specifically designed to focus on detailed procedures, addressing skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. The Program Director and program staff stated in interviews that they review all IIP’s and give feedback to all candidates. Candidates and support providers also stated this in their interviews.

The TUSD BTSA Induction Program determines, prior to the recommending of a candidate for the clear credential, that each candidate has completed the approved induction program. In order for candidates to complete the two-year induction program and be recommended for a clear credential, they must participate in all TTIP and Induction professional development opportunities, complete FACT under the guidance of their support providers, gather evidence for the four Induction Standards under the guidance of the Induction Director, and participate in a completion conference/exit interview.

Program Reports

General Education (MS/SS) Induction Education Specialist Clear Induction

Program Design

The TUSD is a single-district Induction program serving General Education and Education Specialist teachers employed by the district. The program is run by the Induction Director who is also the Director of Staff Development, and one of the directors in the Educational Services Division. The Induction Director works closely with Human Resources during the hiring process to identify candidates for Induction and to maintain data on all candidates. The Induction Director also works closely with the Educational Services Department in order to blend the goals and activities of the district and the Induction program.

For example, all new teachers to the district, regardless of years of experience or credential status, are contractually required to participate in the Tracy Teacher Induction Program (TTIP).

This involves six days of Pre-service, four release days of follow-up during the academic year, and a classroom coach to work one-on-one with each new hire. TTIP forms the basis for content for Induction. All new hires use the California Standards for the Teaching Profession to promote individualized professional growth. Induction candidates also participate in the four days of follow-up, but are matched with a Support Provider who coaches the candidate in the classroom and guides the candidate through the formative assessment process. Candidates are also required to attend four additional Induction Collaborative Clusters which take place during the academic year, outside of contract time. There is no charge to the candidate for Induction. Candidates stated in interviews that “they like the TTIP and that it is a great transition into the beginning of the Induction program.”

The Tracy USD Induction Program uses a one-to-one Support Provider: Candidate match. Induction Program staff acts as support providers. The program uses Formative Assessment for California Teachers (FACT) as its formative assessment program.

A change in leadership with the Induction staff has occurred in the last two years. There is a new Induction Director and two new Induction Program staff members (Teachers On Special Assignment), one of whom is currently on leave and will be returning to the classroom for the next school year. The program relies heavily on support provider experience to drive the program, including support providers’ knowledge of the FACT formative assessment system. With the trained veteran support providers implementation of the formative assessment process, and based on information from program leadership that no new support providers joined the program this year, the program did not offer on-going training this year. The review team also heard evidence that training and communication with site administration this year was limited. When interviewing program staff, the review team was assured there is a plan in place to provide future training and documentation was provided to the review team stating that FACT support provider training is scheduled for next year.

Data is gathered and used regularly to assess program effectiveness and candidate competency. Surveys were mentioned in interviews with support providers, candidates and site administrators.

In order for candidates to complete the two-year induction program and be recommended for a clear credential, they must participate in all TTIP and Induction professional development opportunities, complete FACT under the guidance of their support providers, gather evidence for the four Induction Standards under the guidance of the Induction Director, and participate in an exit interview. This was observed in review of portfolios and documents on the Staff Development website.

Course of Study

The Tracy Unified School District (TUSD) Induction Program is a single-district program serving only those teachers employed by the district. The course of study for candidates is provided by the Staff Development Department under the direction of the Director of Staff Development/Induction Director. The course of study is disseminated through the Tracy Teacher Induction Program (TTIP) in which all new hires are contractually required to

participate, along with exclusive Induction activities for those teachers clearing their credentials. The course of study includes six days of TTIP pre-service and four follow-up days, in addition to exclusive Induction Collaborative Cluster meetings.

The TTIP days:

- Day 1 Classroom Management – Focus on CSTP #2
- Day 2 Content Standards and Lesson Planning
- Day 3 Content Standards and Lesson Planning (con't)
- Day 4 Focus on CSTP 1, 2, 5, & 6
- Day 5 Site Orientation
- Day 6 Demo Lesson with Feedback
- Follow up #1 Follow up on Classroom Management and Focus on CSTP # 3 & 4
- Follow up #2 Observation of Veteran Teachers with Debrief and Reflection
- Follow up #3 Differentiated PD based on needs assessment
- Follow up #4 Reflection on Year and Preparing for Next Year

The Induction Collaborative Cluster Meetings:

- Day 1 Year 1 – Technology / FACT Modules A & B
Year 2 – Self Assessment using the Continuum of Teaching Practice
- Day 2 Collaboration based on needs of Year 1 & Year 2 Teachers
- Day 3 Collaboration based on needs of Year 1 & Year 2 Teachers
- Day 4 Colloquium – Reflection on Yearly Growth

The key components to Induction include:

- Formative Assessment for California Teachers (FACT)
- Intensive Individualized Support (Support Provider)
- Professional Development
- E-portfolio
- Education Specialists Coursework (for Special Education teachers only)

Review of the Staff Development website showed that it provides the necessary information for candidates for all completion requirements and due dates. It also provides the required documents such as the Program Completion Plan Agreement, Organizational Time Logs, FACT Users Guide, and IIP rubric for the PT and SP to access.

While teachers are experiencing content during TTIP days and Induction Collaborative Clusters, it is important to note that they are simultaneously working on FACT with their support providers and applying new learning in their own classrooms within the context of their teaching assignments. This mentoring is a strong component of the program. Candidates stated that this is very valuable at the start of their teaching career. “[Candidates] are taking that new knowledge, along with the knowledge they received from their preliminary credential programs, and applying it in the classroom.”

This support provider led Plan-Teach-Reflect-Apply model ultimately determines strategies that result in improved instructional practices, resulting in improved student achievement.

Documentation and evaluation of this process is seen within a candidate’s FACT documents and inquiries, support provider observations, site administrator evaluations, and the completed reflective gathering of evidence for the four Induction Standards. The timeline for the FACT Analysis of the four Induction Standards are as follows:

Year 1 PT - Semester 1 – Induction Standard 5 Pedagogy

Year 1 PT - Semester 2 –Induction Standard 6: Equity

Year 2 PT – Semester 1 – Induction Standard 6a: Teaching English Learners

Year 2 Pt – Induction Standard 6b: Teaching Special Populations

Year 2 teachers mentioned in their interviews that they enjoy the Colloquium that is held at the end of the year. This is the time that they get to reflect on their teaching practice, talk about their growth, and look ahead to their future. To complete their second year of BTSA and obtain their clear credential, all candidates must complete an exit interview to share their journey and growth. This is in addition to the support providers verifying the completion of FACT, and the Induction Director validating the collection of evidence for the four induction standards.

Candidate Competence

When new teachers are hired within the Tracy Unified School District, during the signing of all of the contract papers, they are advised by Human Resources of their credential status and the path for clearing that credential, if appropriate. The Induction Director then sends out an email link to all new candidates informing them of their support provider and links to the Induction Staff Development website, which includes meeting dates, requirements and timelines. Soon afterward, the matched support providers start working with candidates. Candidates go through FACT under the guidance of the support provider, but FACT does not involve a check-list of requirements. Teachers instead go through classroom embedded activities and support providers use reflective and probing questioning to move the candidates along towards professional growth. In the TUSD, candidates complete two Inquiries each year in FACT Module C. These Inquiries are turned into the Induction office in December and May. The IIPs are assessed using a rubric and candidates get to see their assessed results.

Throughout the two-year process, candidates also work to collect evidence for the four Induction Standards. Generally, candidates collect evidence according to the following schedule:

- Year 1, Semester 1: Pedagogy
- Year 1, Semester 2: Equity
- Year 2, Semester 1: English Learners
- Year 2, Semester 2: Special Populations

Exceptions to this schedule are implemented for candidates on an Early Completion Option or for candidates who transfer from another BTSA Induction Program. Most of the evidence or

proof for the Induction Standards comes from the work they are already doing in the classroom and within FACT. Candidates must also write a reflective piece for each piece of evidence, describing the evidence, and how it links to the induction standard. Candidates continue to have reflective conversations with their support providers about the evidence until all components of each induction standard are met and each candidate is signed off.

At the end of the process, the support provider validates the completion of FACT, the Induction Director validates the collection of evidence for the four induction standards, and candidates go through a culminating Completion Conference. If all requirements are completed successfully, the candidate is recommended for a clear credential. The Induction Director is the first recommending signature. The Assistant Superintendent for Human Resources follows. The credential analyst in Human Resources then completes the process for recommending the candidate for a clear credential.

Findings on Standards

Through program assessment review, the design narrative of the program standards was determined to be preliminary aligned. Due to the recent change in program leadership and after review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, support providers, site and district administrators and program staff, the team determined that all program standards are met for the General Education and Education Specialist Programs except for the following:

Standard 2 - Met with Concerns

Rationale: Induction Standard 2 states:

“Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities.” Site administrators stated in interviews that there was limited communication from the Induction program this year.

“Programs offer professional development for the site administrators that emphasizes the importance of new teacher development, identifies working conditions that emphasizes candidates’ success and implementing effective steps to ameliorate or overcome challenging aspects of teachers’ work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.” Site administrators stated in interviews that there was no professional development training for site administrators this year.

Standard 3 - Not Met

Rational: Induction Standard 3 states:

“The induction program selects, prepares and assigns support providers and professional development providers using well-defined criteria consistent with the providers’ assigned responsibilities in the program.” Currently, site administrators recommend teachers for the role

of support providers to the program director. There is no evidence of well-defined, consistently used criteria for support provider selection.

“Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles”. Based on information from stakeholder feedback, the support providers are the most knowledgeable individuals about the formative assessment requirements, though there was not current year FACT training or evaluative feedback provided for support providers. Further, the findings indicate that the current Induction Program Director is not trained in FACT and is unsure of the requirements of Induction programs and has sought out limited additional knowledge about the Induction Program Requirements. The Program Director stated that by reading the FACT Users Guide, he was then able to share FACT with his Support Providers.

“Support Provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.” Support providers stated there was no formal FACT training this year for new or veteran support providers. The support providers also stated that they received no additional training on coaching or mentoring this year. This was also corroborated through interviews with program leadership.

“The program regularly assesses the quality of services provided by support providers to candidates and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.” The Support Providers stated that there is no assessment or feedback from the program director. The program staff stated that there is no feedback system in place for professional development.