**Recommendations by the Accreditation Team and Report of the**
**Accreditation Visit for Professional Preparation Programs at**
**The School for Integrated Academics and Technologies (SIATech)**
**Professional Services Division**

**March 2011**
**Overview of this Report**

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This agenda report includes the findings of the accreditation visit conducted at The School for Integrated Academics and Technologies (SIATech). 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** 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 | N/A | | |
| 9) Assessment of Candidate Competence | X | | |

**Program Standards**

|  | Total Program Standards | Program Standards | | |
|---|---|---|---|---|
|  |  | Met | Met with Concerns | Not Met |
| Induction  Clear Credential | 6 | X | | |

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:**          **The School for Integrated Academics and Technologies (SIATech)**

**Dates of Visit:**          **February 28 – March 3, 2011**

**Accreditation Team**
**Recommendation:**          **Accreditation**

**Rationale:**
The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with program leadership, school site administrators, school leaders from the department of Teaching and Learning, and Personnel administrators, mentor support providers, participating teachers, completers, and advisory board 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 Common Standards and determined whether the standard was met, not met, or met with concerns.  The site visit team found that all eight Common Standards are **Met**.

Program Standards
Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the BTSA Induction Program.  Following discussion, the team considered whether the programs standards were met, met with concerns, or not met.  The CTC team found that all program standards are **Met**.

Overall Recommendation
The team completed a thorough review of program documents, program data, New Teacher Center *Formative Assessment Systems* (FAS) padfolios and supporting documents that comprise the participating teachers' portfolios, and interviews with program leadership, school and site administrators, the credential analyst, the institute of higher education representative, support providers, participating teachers, completers, and Advisory Board members.  Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

**Advanced Credentials:**
General Education (Multiple/Single Subject) Induction

(2) Staff recommends that:

• The institution's response to the preconditions be accepted.

• The School for Integrated Academics and Technologies (SIATech) be permitted to propose new credential programs for approval by the Committee on Accreditation.

• The School for Integrated Academics and Technologies (SIATech) 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:**                                **Debbi Parker**
                                                Tulare City School District

**Common Standards Cluster:**                   **Paul Johnson**
                                                Riverside County Office of Education

                                                **Chris Hopper**
                                                California State University, Humboldt

**Advanced/Services Programs Cluster:**         **Shana Smith**
                                                San Bernardino City Unified School District

**Staff to the Accreditation Team:**            **LaRie Colosimo,** Cluster Region Director
                                                Claremont Unified School District

## Documents Reviewed

Participating Teacher Handbook
Teacher Retention Data
Advice & Assistance Meeting Agendas &
Formative Feedback
Advisory Agendas & Meeting Minutes
Collaborative Action Logs
ANGEL link
Inquiry Action Plan
NTC FAS Toolkit/Padfolios
Reflection Portfolio & Presentations and
Rubrics

State & Midyear Surveys
Mentor Support Provider Feedback
Program Assessment/Response
Biennial Report/Response
Induction Syllabus - Individual Learning
Plan/Goal
Mentor Support Provider Training Agendas
& Minutes
Program Budget and Expenditures
SIATech Professional Development Course
Catalogue

Induction Newsletters
Mentor Support Provider MOU/Project
Agreements/Application
Professional Development Provider
Resumes/Roles & Responsibilities
Personnel Support Services Orientation List
Credential Evaluation Form
Orientation Checklist

Early Completion Option
Proof of Advisement Form
Participant Letter of Commitment
Diverse Job Posting Locations
Mentor Verification Forms
Request for Extension of Services
Mentor Verification Forms

**Interviews Conducted**

|  | Common Standards Cluster | Program Sampling Cluster | TOTAL |
|---|---|---|---|
| Candidates | 9 | 9 | **18** |
| Completers | 2 | 2 | **4** |
| Employers  (Site Administrators) | 8 | 8 | **16** |
| Institutional Administration | 2 | 2 | **4** |
| Program Coordinators | 1 | 1 | **2** |
| Faculty (Professional Development Providers) | 3 | 3 | **6** |
| Field Supervisors  (Support Providers) | 5 | 5 | **10** |
| Advisory Board Members | 6 | 6 | **12** |
| Program Staff (clerical) | 1 | 1 | **2** |
| Credential Analyst | 1 | 1 | **2** |
|  |  | **TOTAL** | **82** |

*Note:  In all cases, individuals were interviewed by more than one cluster, and questions from both clusters were covered, because of multiple roles and the small program size.  Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

**Background information**
The School for Integrated Academics and Technology (SIATech) is a public charter high school with campuses nationwide.  SIATech is a nonprofit 501(c)3 public high school program chartered through Vista Unified School District. SIATech campuses are currently located on 14 Job Corps centers and serve over 3,200 students in California, Arizona, Florida and New Mexico.  SIATech schools in California are located in San Diego, Inland Empire, Long Beach, Los Angeles, Treasure Island, Sacramento and San Jose.  The Job Corps centers provide classrooms, vocational work areas, cafeterias, dormitories, recreation centers, gymnasiums, and other athletic facilities on these campuses.

The goal of SIATech is to re-engage disconnected students through an innovative curriculum that integrates technology with academics and provides the opportunity to earn a high school diploma. The majority of SIATech students are young adults, 16 to 24 years of age who have dropped out of traditional high schools and then re-committed to their education by joining Job Corps. Most SIATech students live full-time in dormitories at the Job Corps centers while the

rest commute to classes on a daily basis.  SIATech classes are individually-paced environments. Students work at computer workstations using software tools to access the curriculum and complete assignments.

The School for the Integration of Academics and Technology is not in program improvement and is not identified as being in need of a School Assistance Intervention Team (SAIT). The School employs approximately thirty teachers at seven satellite campuses in California and has approximately 2,050 students ranging in age from 16 to 24 years. The school's mission statement describes the vision that students will view their future with optimism, find success as self-directed learners, and contribute to society.  SIATech, governed by a Board of directors and led by the School Superintendent/Chief Education Officer, set as its 2010-11 organizational goal "80% of Cohort Students will meet or exceed expected individual learning gains in literacy and numeracy."

**Education Unit**
The School for Integrated Academics and Technologies (SIATech) Beginning Teacher Support and Assessment (BTSA) Induction Program is a collaborative program comprised of the University of California, San Diego (UCSD), California State University San Marcus (CSUSM) and SIATech.  BTSA Induction Program leadership includes the Director; Lead Mentor Support Provider; members of the Advisory Board (which include a former Induction Consortium Director, institution of higher education liaison, and SIATech leadership); professional development providers within SIATech; and other relevant stakeholders that are actively involved in the organization, coordination and governance of the BTSA Induction Program.

The SIATech BTSA Induction Program has provided BTSA induction support to their teachers as a partner district in the North County Professional Development Federation (NCPDF) BTSA Induction Program beginning in the fall of 2005.  In August 2007, the SIATech Induction program was approved as a stand alone induction program.  The program had a total of 5 participating teachers complete the program in the 2009-2010 school year, three of whom participated in the Early Completion Option.  During the 2010-2011 school year, the program has 10 participating teachers.  The program utilizes a mixed model of support. The program goal is to maintain a ratio of no more than two participating teachers to every classroom support provider.  The majority of professional development is offered to participating teachers and support providers using a distance-learning or digital model via iLinc, an online platform.

**Table 1**
**Program Review Status**

| Program Name | Number of program completers (2009-10) | Number of Candidates Enrolled (10-11) | Agency or Association Reviewing Programs |
|---|---|---|---|
| General Education Induction | 5 | 10 | CTC |

**The Visit**
The visit began at 11:00 AM on Monday, February 28, 2011. The team members convened at the hotel on Monday afternoon for the initial meeting for review of the accreditation process, roles and responsibilities of team members, and team bonding. After this meeting, the team attended a program orientation at the school's headquarters where the team was given a tour of the facilities, familiarized with Angel LMS and iLinc technology resources, and full access to program documents. The team spent the rest of the afternoon reviewing program documents, data, and other pertinent information for the visit. A team meeting was held that first night where the team reviewed each Common Standard—at the sentence level—and identified what additional information was needed to confirm the program was meeting standards. The Program Standards Cluster identified areas of the standards where additional information was needed in order to confirm the findings of the program assessment, based on the preliminary findings and the initial review of documents. Interviews of stakeholder groups began on Monday afternoon, and concluded by the afternoon on Tuesday. Final consensus was reached on all standards on Tuesday evening. On Wednesday morning, a Mid-Visit Report was presented to the BTSA Program Director. Team members read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership was held on Wednesday night, and a presentation of findings for invited guests was held on Thursday, March 3 at 9:00 a.m.

# 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 School for Integrated Academics and Technology (SIATech) BTSA Induction Program aligns its program goals to the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks. Interviews with the program director, advisory board members, Mentor support providers, and site administrators, confirm that the program creates and articulates an induction program that is an integral part of the school vision of creating a culture of comprehensive support for sites, teachers, and student success.

School administrators noted that the SIATech BTSA Induction Program is a program that strongly supports the overall mission of SIATech to meet the needs of students within a population that has an exceptionally wide range of skills and academic backgrounds. The BTSA Induction program has invested in technology support services that assist in program management across multiple sites in California.

Interviews and documentation confirm that program leaders and stakeholders organize, govern and coordinate all aspects of the program according to the program vision. The program leadership team members are individuals who have invested in technology (ANGEL Learning Management System and Ilinc) to provide ongoing professional development and support to new participating teachers.

Advisory board members consisting of representatives from stakeholder groups within the SIATech organization as well as the institution of higher education, substantiate that they are involved in providing input for program design, professional development, and review of participating teacher completion. Additionally, advisory board members are part of a continuous cycle of program improvement through analysis of data paired with opportunities to provide feedback and input.

Interviews with school and program leadership, and review of program documents, clearly indicate that program leadership is well-positioned within the school and across multiple sites to maintain the authority needed to represent the interests of the program.

Interviews with stakeholder groups revealed that they are informed of program rationale, design, and implementation. Program leaders and site administrators work in concert to promote participating teacher success. Additionally, site administrators are strongly connected to the program through professional development opportunities, program newsletters, site visits, and one-on-one communication with the program director.

The SIATech BTSA Induction Program maintains a comprehensive credential recommendation process that invites participating teachers to apply the knowledge they bring from their preliminary credential programs and diverse backgrounds. Mentor support providers and program leadership formally review participating teacher evidence of application and program involvement at multiple points during the candidates' experience. Additional review throughout the year is provided by the BTSA Induction Director and Lead Mentor Support Provider. All candidates who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential.


**Standard 2: Unit and Program Assessment and Evaluation**  **Standard 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**
Interviews with program staff, advisory board members and review of documents indicate that the SIATech BTSA Induction Program has an assessment system for ongoing program evaluation and improvement.

The program director is responsible for collecting program level data from participating teachers, support providers, district and site administrators, and various program staff and presenting this information to the advisory board. Internal program assessment is also evident with the informal program evaluations of professional development and the use of FAS for participating teacher evaluation of their teaching practice.

Data from multiple sources is collected and analyzed throughout the school year. The formal evaluation feedback from the BTSA statewide survey, local surveys, SIATech Induction Program tracking systems, and the informal feedback from professional development seminars are used to construct the program design changes. Interviews with the advisory board confirmed that the process for analyzing data included many of the stakeholders and the program leadership indicated that they are responsible for implementing change. The SIATech BTSA Induction program has successfully implemented data collection processes using the online ANGEL system. The professional development of new teachers is guided by careful analysis of the data established through the formative assessment process utilizing Inquiry Action Plans, Collaborative Action Logs (CAL), feedback from surveys, and input from participating teachers

and support providers. After a comprehensive review, it is evident there is a shared commitment among all stakeholders to a quality program based upon the needs of the participating teachers and clearly targeted to the unique SIATech student body.

Biennial reports, interviews with program staff and advisory board members, and the review of FAS documents demonstrate an ongoing and comprehensive data collection system related to candidate qualifications, proficiencies, competence, 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**
SIATech demonstrates its commitment to a high quality induction program by devoting significant institutional resources to effectively prepare candidates. Budget allocations provide a credential analyst, professional development providers, mentor support providers, and sufficient administrative and support staff to administer the program, and support participating teachers. The LEA utilizes technological resources to support teacher progress, provide professional development, and evaluate program effectiveness. Qualified personnel are hired, trained, and continually monitored through a variety of feedback methods. They work with participating teachers to demonstrate effective implementation of state-adopted standards for educator preparation.

Personnel are provided to assist teachers from initial placement through clear credential recommendation. Interviews with the SIATech Human Resources Specialist confirms that a process is in place to verify appropriate placement in the program and assures that candidates who have successfully completed the program are recommended for a clear credential. Personnel and resources are provided to ensure that candidates are advised of program requirements, correctly matched with support providers, and receive professional development that supports the field-based supervision and/or clinical experiences.

Communication and collaboration exists across the organizational structure of the program. Interviews and written evaluations show that candidates are adequately informed and program personnel are responsive to their requests for information. The Advisory Board, s, and professional development providers all supply information and resources to meet program and candidate needs. A variety of communication media including iLinc, the online ANGEL

Management System, the Induction Handbook, email, and newsletters are available to meet program and candidate needs.

The process to determine resource needs is based upon data from a variety of sources. The advisory board agendas and interviews confirm regular meetings to discuss program resource needs and allocations based upon information from BTSA state surveys, mentor support providers, professional development providers, site administrators, and participating teachers. Meeting minutes and feedback from mentor support providers indicate that resource needs are regularly assessed and adjusted.

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

Documentation and interviews confirm that mentor support providers and professional development providers are hired, assigned, monitored, and evaluated utilizing fair and consistent policies. The director and site administrator collaborate to identify mentor support providers who fulfill the outlined roles and responsibilities, and they consider the participating teacher's content area and/or work location when matching them to mentor support providers. Professional development providers and mentor support providers report that they receive training to assist them in understanding the induction process and remain current through additional professional development provided or supported through the program.

Instructional personnel and faculty reported that they continually augment their knowledge through program-sponsored professional development and through local and state-provided opportunities. They have identified expertise in the content they teach, and they model best professional practices by working collaboratively with participating teachers and program staff to provide professional development that supports the activities of the induction process and SIATech. Instructional personnel routinely discuss data in content roundtables and use these data to both monitor content and modify instruction to support the unique needs of their teachers as evidenced by meeting agendas.

Instructional personnel and faculty utilize the formative assessment process and professional development activities to increase participating teachers' knowledge of the wide range of student needs and to apply that knowledge in the classroom. They assure that mentor support providers and professional development providers have training in data collection and analysis. Mentor Support Providers collaborate with participating teachers to identify resources and strategies to address the diverse needs of students as evidenced by a review of the Collaborative Action Logs (CAL). The program utilizes the inquiry process to address the identified needs of a wide range of students and continually examine data to make instructional modifications.

Mentor support providers collaborate with participating teachers to examine academic content standards through the formative assessment process. Inquiry Action Plans regularly address how to improve student understanding of academic content through implementation of new teaching strategies. Teachers report incorporating accountability systems such as the CAHSEE, STAR, and reading inventories in their inquiry process to develop goal-setting and determine how to implement a program to maximize the probability for student success.

Collaboration exists both in-person and through technology to improve teaching, candidate learning, and educator preparation. Members report that quarterly meetings of the Advisory Board provide collaboration among U.C. San Diego, a former induction director, and other program stakeholders to monitor program outcomes and needs. Roundtables, Special Needs workshops, and mentor support provider training provide updates, mentoring strategies, and opportunities to discuss needs that address issues faced by participating teachers.

SIATech provides support for faculty development through mentor support provider professional development on mentoring, peer coaching, and data analysis. Additional professional development is provided through regular meetings and collaboration both in-person and through iLinc. Faculty, including mentor support providers and professional development providers, report they are encouraged to attend conferences and meetings to enhance their knowledge and skills.

Evaluation of professional development providers and mentor support providers occurs in a variety of ways. Program leaders state that feedback from professional development activities is collected from participating teachers and used to determine training strengths and areas for modification. Regular group and one-on-one meetings allow for reflection and discussion on the effectiveness of training experiences. Data collected from BTSA state surveys and feedback from participating teachers is used to assess professional development providers and mentor support providers to ensure only those who are consistently effective are retained.

**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.

The SIATech Induction Program collaborates with the Human Resources Credential Analyst to ensure eligibility and placement of participating teachers into the program. Interviews with the credential analyst confirm that a process is in place to review credentials, transcripts, and previous induction documentation for placement of participating teachers into the SIATech Induction Program. An initial Credential Information Sheet is shared with and signed by each participating teacher to ensure accurate documentation of information. The induction leadership assures that the Personnel Support Services staff receives training and ongoing support based on the CTC adopted requirements. Professional credential requirements are explained to each participating teacher and teachers are fully aware of the program requirements. Information on each candidate is shared with the induction director who also provides support in the admissions process.

Multiple measures including verification of appropriate credential status and careful placement assure candidates have experiences that enable them to meet program requirements.

Interviews with the advisory board and site administrators stressed the importance of hiring only the most qualified teachers for positions in the SIATech organization. Additionally, the organization's belief in equity and diversity is seen by the staff and directors as a significant factor in the success of the induction program, as evidenced by the use of national recruitment strategies.


**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.

Induction staff work collaboratively with Personnel Support Services in advising participating teachers of their credential completion and professional development requirements. Upon hiring, participating teachers sign a Credential Information Sheet which indicates they are eligible to enter the induction program; the form is forwarded to the induction leadership so that each participating teacher can be assigned a support provider. Each participating teacher is advised

initially of the Early Completion Option, and eligibility requirements/criteria for early completion are outlined in the Induction Handbook.

To guide the participating teacher's attainment of all program requirements, the induction leadership informs participating teachers of attendance at a mandatory orientation (Kickoff) meeting to review program requirements and documents with an overview of the *Formative Assessment System* (FAS). A record of completion activities are tracked in the ANGEL Management System for all participating teachers. Feedback on progress is given to each participating teacher in weekly meetings with mentor support providers and end-of-the-semester portfolio and presentation reviews. In addition, individual assistance is provided through advice and assistance meetings and by the Induction Program Director and Lead Mentor Support provider throughout the year, as needed. The induction leadership reviews submission of FAS documentation to determine if additional support is needed. Participating teachers may apply for an extended induction period due to extenuating circumstances.

Each participating teacher has the responsibility to collect evidence of practice based on an Inquiry Action Plan and supported through active engagement with the FAS. A verification of completion, signed by the support provider, is submitted to the induction office and is entered into the database. Stakeholders report there is strong support provided to candidates for timely completion of the program.

**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**

SIATech utilizes the New Teacher Center Formative Assessment System (FAS) and significant additional resources to create a planned sequence of field-based and clinical experiences. These experiences include reflection of teaching practice throughout the process and three inquiries that incorporate opportunities to connect content knowledge with pedagogy focused on English learners and students with special needs. Embedded within the field-based and clinical experiences are multiple assessments of teaching practice based upon the California Standards for the Teaching Profession (CSTP) and organized around structured support from school staff and a trained support provider who assure that candidates are supporting all students in learning. Review of documentation evidence confirmed that the ANGEL Learning Management System assists in providing structure for monitoring completion of all aspects of candidates' induction

program, and portfolios and presentations are developed around each inquiry to serve as examples of field-based and clinical experiences.

Collaboration occurs at quarterly meetings of the advisory board which includes the program director, members of the induction community, an IHE partner, program administrators and mentor support providers. Interviews with the advisory board confirmed that they collaborate to determine the criteria for the selection of mentor support providers, professional development providers, and school site placement.

Through FAS, additional professional development, and site-based support, candidates have multiple opportunities to understand and address the needs of their diverse student population. Candidates report having opportunities for continual reflection on student contextual and academic data, allowing them to develop research-based Individual Learning Plans and Inquiry Action Plans to address student needs and provide an individualized academic program. Candidates communicate and collaborate with each other and with school staff to assure that they are addressing student academic needs and creating plans to maximize success. In triad meetings, site administrators, mentor support providers, and participating teachers examine program progress and assure that candidates have the support and resources to improve student learning.

**Standard 8**: **District-Employed Supervisors**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

*Not reviewed for Second Tier Credential Programs*

**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**
Candidates in the SIATech Induction program know and demonstrate the professional knowledge and skills to educate all students through their work with their mentor support provider and the Formative Assessment System (FAS). This knowledge is documented through the use of the ANGEL Learning Management System and through periodic portfolio reviews and presentations. In addition, mentor support providers and candidates report their weekly meetings are facilitated and enhanced by the use of Inquiry Action Plan Reflections and Collaborative

Action Logs (CAL) which prompts candidates to focus on ways in which they effectively support all students in meeting the state-adopted academic standards.

There are multiple indicators that candidates meet the Commission-adopted competency requirements. They include assessments completed by the candidate such as the Pre/Post CSTP Self Assessment, self assessment on the *Continuum of Teaching Practice*, Collaborative Action Logs (CAL), the online ANGEL Learning Management System, Inquiry Action Plan Reflections, portfolio and presentation rubrics. Advisory board members and site administrators report that candidates in the induction program are well prepared.

## Induction Program

### *Program Design*
The SIATech Induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all 9-12 students and retain high quality teachers. The SIATech Induction Program is a two-year process that includes the use of the Formative Assessment System (FAS) with the following structure:

- Year 1 focuses the participants on Program Standard 6: Universal Access. SIATech students are made up of a large number of at-risk students, English Language Learners and students with special needs. Program Standard 6 is relevant for a new instructor at SIATech.
- Year 2 focuses the participants on Program Standard 5: Pedagogy. This second year allows the teacher to utilize universal access strategies and information from Year 1 and apply them in their teaching practices to meet the needs of all students.

Induction candidates experience four semesters designed with the Plan-Teach-Reflect cycle in mind. Interviews with participating teachers, graduates and mentor support providers indicate that the logically sequenced structure allows them to apply their knowledge of teaching from their preliminary credential programs to meet the unique needs of the students at SIATech. They also report that the design is responsive to individual teachers' needs by allowing them to create their own Individual Learning Plans (ILP) and Inquiry Action Plans (IAP) as well as the activities to meet their individual goals.

The SIATech BTSA Induction program provides for coordination of the administrative components of the program through the leadership team which consists of the BTSA director, Lead Support Provider, and the advisory board (BTSA director, Lead Support Provider, school leaders from the departments of Teaching and Learning, Online and Innovative Learning and Personnel Support Services, along with a member from a local institution of higher education). The leadership team and advisory board work together to admit, advise, assess and support participants, prepare support providers, and conduct program evaluation. Interviews with participating teachers and mentor support providers indicate a thorough understanding of the administrative components of the program.

***Course of Study: Curriculum & Field Experience***
The SIATech Induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria. The advisory board confirmed in interviews that they approve the selection of mentor support providers (MSP) based on criteria consistent with their assigned responsibilities in the program.

Consistent with assigned responsibilities, mentor support providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. The two-day initial training and four ongoing digital mentor trainings throughout the year support the development of mentoring skills and use of formative assessment tools. Interviews with MSP indicate they are knowledgeable and skilled in their roles. In addition, participating teachers report a high level of satisfaction with the skills of their MSP. Priority is given to matching participants with MSP who, when possible, are located at the same site and are placed at the same (similar) grade level or content area. This is corroborated by interviews of participants across multiple California sites.

SIATech uses the New Teacher Center Formative Assessment System (FAS) to support and inform participating teachers about their professional growth. Evidence of practice reviewed at the site, in the form of portfolios, included multiple measures such as self-assessment (using the Continuum of Teaching Practice which is based on the California Standards for the Teaching Profession), observation, analyzing student work, and planning and delivering instruction. Portfolios also showed that the Individual Learning Plans (ILP) and Inquiry Action Plans guide the activities to support growth and improvement of professional practice in at least one content area of focus. In addition, the use of Collaborative Action Logs (CAL) completed by MSP and participating teachers on a weekly basis, provides evidence that the FAS activities are informing teachers and supporting their growth.

***Candidate Competence***
Participating teachers in the SIATech BTSA Induction program grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction through their close working relationship with their mentor support provider and the activities in the Formative Assessment System (FAS). Interviews from participating teachers indicate that this ability goes beyond what was learned in their preliminary credential program. Through FAS activities participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to plan and differentiate instruction as evidenced in the portfolios and through interviews.

Participating teachers at SIATech differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling. Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g. varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies). Portfolios and interviews confirm that through the Formative Assessment System Program Standard 6: Universal Access, Equity for all students is an integral part of participating teachers' induction experience. In interviews, site administrators stated they are very satisfied with the ability of participating teachers to meet the needs of the students at SIATech.

### Findings on Program Standards:

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, personnel, participating teachers and graduates, support providers, and advisory board members, the team determined that all program standards are fully **Met**.