

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Grossmont Union High School**

Professional Services Division

April 2016

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Grossmont Union High 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, a 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	X		
9) Assessment of Candidate Competence	X		

Program Standards

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

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: Grossmont Union High School District

Dates of Visit: April 4-6, 2016

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, faculty, participating teachers, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements 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 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 eight out of eight applicable common standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the General Education (Multiple Subject/Single Subject) Induction Program. Following discussion, the team considered whether the program standards were "met", "not met", or "met with concerns". The Commission accreditation site visit team found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, Formative Assessment for California Teachers (FACT) portfolios, interviews with program leadership, district administrators, including the superintendent, assistant superintendent of education services, associate superintendent of human resources, chief business officer, site administrators, professional development providers, personnel specialists (credential monitors), support providers, participating teachers, completers, program specialists, technology professional development team, advisory board members and leadership

committee members along with additional information requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are **Met** and all program standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend participating teachers for the following credentials:

Advanced/Service Credentials

General Education (Multiple Subject/Single Subject) Induction

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Grossmont Union High School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Grossmont Union High 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:

Barbara Howard

Riverside County Office of Education

Common Standards Cluster:

Christine Blum

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Advanced/Services Programs Cluster:

Joanne Jenkins

Etiwanda School District

Staff to the Visit

Lynette Roby

Commission on Teacher Credentialing

Documents Reviewed

Program Assessment and Feedback	Biennial Report and Feedback
Common Standards Report	Program Summaries
Early Completion Option form	Professional Development Materials
Workshop Materials	Support Provider Meeting Schedules
Participating Teacher Matches Yr. 1 and Yr. 2	Support Provider Meeting Agenda
Professional Development Provider Resumes	Support Provider Applications
Summary of Participating Teacher Surveys	Summary of Support Provider Surveys
Summary of Administrator Surveys	IIP Rubric
Workshop Evaluations	Summary of Leadership Team Recommendations
FACT Binders and FACT Review Feedback	Preconditions
FACT modules	Organizational Chart
Teacher Eligibility Form	Induction Flow Chart
Participating Teacher MOU	Competency Interview Questions
Competency Feedback Form	Competency Interview Completion Sheet
Concern & Positive Feedback Form	Request for Reconsideration of Pairing
Workshop Evaluation Form	

Interviews Conducted

Stakeholders	TOTAL
Candidates	18
Graduates	17
Site Principals	9
Administration (Superintendent, Asst. Supt. Of Education Services, Associate Supt. Of HR, Chief Business Officer)	4
Program Director	1
Leadership Committee	12
Support Providers	17
Personnel Specialists (Credential Monitoring)	2
Advisory Board Members	6
Others: Institutional Administration (Director of Special Education, Coordinator of Intervention Programs, EL Leadership)	3
Technology Professional Development Team	3
Total	92

Background Information

The Grossmont Union High School District provides education to students in grades 9-12 and is located in the eastern portion of San Diego County. The District was established in 1920 and encompasses an area of approximately 465 square miles, including all of the cities of El Cajon, Santee and Lemon Grove, most of the city of La Mesa, a small portion of the city of San Diego, and the unincorporated areas of Alpine, Dulzura, Jamul, Lakeside, and Spring Valley.

The Grossmont Union High School District consists of nine comprehensive high schools, two charter schools, one continuation high school, two alternative education sites, four special education facilities, a middle college high school program, a career technical education program (CTE) and an adult education program. Over 22,000 students attend the district's schools. Approximately 53 percent of the students are from Latino, African-American, Middle Eastern, Asian, Filipino, Pacific Islander, and Native American backgrounds.

Education Unit

Grossmont Union High School District's General Education Induction began in 1998. Its guiding principle is to ensure the professional success and retention of new teachers. The vision of Grossmont UHSD's Induction Program is driven by the philosophy that retention of successful teachers is the direct result of the support and training they receive as new teachers. The design of the Grossmont UHSD Induction Program builds on the skills and knowledge acquired in the preliminary program and considers individual teacher needs. This is accomplished through the completion of the *Formative Assessment for California Teachers* (FACT) program, discussion of teaching performance assessment (TPA) results, support provider observations, and the participating teacher's self-assessments throughout the two year program. The Grossmont UHSD Induction Program works collaboratively with human resources, business services, educational services, the special education department, the English Learner department, technology department, and a university partner, Point Loma Nazarene University (PLNU). Through the district's collaboration with Point Loma University, participating teachers have the option to receive three graduate units for each year they complete induction at a reduced cost and may use the induction work in lieu of certain courses in PLNU's master degree program. In return, second year teachers pursuing a master's degree at Point Loma may use their action research work at the university in lieu of completing Grossmont UHSD's Induction Program inquiry module (Module C).

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education (Multiple Subject/Single Subject) Induction	Advanced	17	24

The Visit

Grossmont Union High School District’s Accreditation Site Visit at the district office located in La Mesa, California beginning at 11:00 a.m. on Monday, April 4, 2016. The team members convened at the hotel Monday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, and drafting of interview questions. At noon, the team arrived at the Grossmont Union High School District offices to meet with program leadership during a working lunch at which time the team was provided an orientation to the district and information and history about the General Education (Multiple Subject/Single Subject) Induction program. The team spent the afternoon of April 4th interviewing the leadership committee, the superintendent, assistant superintendent and the chief business officer, support providers, and participating teachers. The team returned to the hotel that evening to discuss the information gathered via interviews and document review that occurred during the day. Team members discussed preliminary findings on common and program standards. The Mid-Visit Report was conducted on Tuesday morning and interviews continued with site principals, personnel specialists, the associate superintendent of human resources, completers of the program, the advisory board members and other district leaders. The team also continued to review evidence provided electronically and in the document room, as well as results of interviews and additional information provided by the program director.

Final consensus was reached on all standards Tuesday evening. Team members wrote, read, reviewed and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, April 6, 2016.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all the requirements.

Findings

The vision for the Grossmont Union High School District (GUHSD) General Education (MS/SS) Induction program is based on the results of extensive research on effective, meaningful new teacher induction programs and the principles of adult learning theory. Clearly defined goals are integral components of the program and are relative to state, district, and site based requirements. These goals are based on the *California Standards for the Teaching Profession* (CSTPs), state academic content standards, curriculum frameworks, and induction standards. Program goals are aligned with district goals and are focused on student achievement. All stakeholder groups affirmed the full integration of induction goals with district professional learning goals.

The vision of Grossmont UHSD's Induction Program is driven by the philosophy that retention of successful teachers is the direct result of the support and training they receive as new teachers. The district's superintendent and cabinet level leadership stated during interviews their shared belief that offering a high quality induction program (at no cost to candidates) is a valuable strategy in recruiting the best new teachers. The human resources department leaders also shared their vision for the importance of a high quality induction program in recruiting and retaining new teachers. Principals reported that they were able to recruit teachers because of their ability to offer a highly supportive Induction program at no cost to the participating teacher.

The Grossmont Union High School District program gives authority to the program director for the design and implementation of the induction program. The Grossmont UHSD Induction Program prioritizes the involvement of stakeholders in a shared decision making process; thereby, assuring the outcomes of these decisions are communicated to the varied stakeholders. In interviews, leadership team members described the collaborative ongoing process of data analysis and dialog to inform program improvements. The program director is

authorized to oversee and manage the scope of the Induction program, including personnel and resources.

Once all program requirements have been verified for completion, a notification letter is sent to the Grossmont UHSD's Human Resources Department. The Human Resources Department submits the application to the California Commission on Teacher Credentialing for the candidate's clear credential. It is the expectation of the district that each participating teacher will complete induction requirements during their first two years of teaching.

Interviews with the induction director, induction leadership team members, district cabinet administrators and site administrators, confirmed that the program creates and articulates an induction program that is an integral part of the district vision of creating a culture of comprehensive support for teachers, and student success. Moreover, district and site administration noted that the Grossmont UHSD Induction program is a model program that adds value to district goals and vision.

Interviews with district and program leadership, and review of program documents, clearly evidence that program leadership is well supported within the district and maintains the authority needed to represent the interests of the program. Interviews with the superintendent and other district office leadership provided evidence of the strong value placed on induction's role in recruiting and retaining exemplary educators.

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 kept informed about the program through professional development opportunities, site visits, and continuous communication.

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

Interviews with program staff, leadership and advisory board members, and review of documents, including current and completed formative assessment portfolios indicate that the Grossmont UHSD Induction Program has an assessment system for ongoing program evaluation and improvement.

Through ongoing reflection and evaluation, the design of the Grossmont High School District's Induction Program is continually modified and revised to align with state and district standards, and to better meet the needs of the participating teacher. Formal and informal surveys and questionnaires are completed by all stakeholders (participating teachers, support providers, site administrators, and program completers), who are integral in providing formative and summative feedback throughout the year. All results are examined and evaluated for alignment to the induction program standards. Modifications and revisions to the program are discussed with the leadership team and approved by the advisory board in order to improve the effectiveness, quality, and structure of the induction program.

At the conclusion of each professional development activity, participating teachers and support providers are invited to complete an evaluation. Evaluation data is analyzed and program changes are made based upon the feedback. Participating teachers and support providers also have the opportunity to provide feedback (positive and negative) and to express concerns or support needed through the Concern and Positive Feedback Form. All comments are followed up with direct contact from the program director. All forms of program assessment and candidate proficiency reviews are used to refine and improve the program on a regular basis. Stakeholders verified that feedback is solicited after all workshops and leadership and advisory board members stated that they see all feedback for collective decision making on program improvement.

Binder review and competency interviews are used to establish participating teacher performance and to inform possible improvement of unit operations. During the competency interview, they are asked questions designed to solicit responses that show how they have applied what they have learned during professional development activities to their own classroom practice. If the panel believes there are any areas of concern (i.e. teacher not understanding CELDT levels or not understanding how to differentiate for EL students, etc.) then a form is marked for the program director and lead support provider to follow up. Program completers verified the impact of this process in the development of long term goals.

Grossmont UHSD's program evaluation uses a very systematic approach to data analysis. Interviews with program leadership and advisory groups reveal that the unit analyzes and utilizes data regularly. Survey data and workshop feedback are presented throughout the year for the purpose of modifying and improving the program. Revisions to the program are discussed with the leadership team and approved by the advisory board in order to improve the effectiveness, quality, and structure of the induction program.

Interviews with support providers verified that they use formative assessment results and participating teacher IIPs to work with teachers on improving their teaching practice and implementing the cycle of inquiry. The documents that were reviewed includes summary reports of participant surveys. These summaries provide an easily accessible overview of data gathered to inform decision making. After a comprehensive review, it is evident that

commitment to a quality program, based upon the needs of participating teachers and informed by ongoing data analysis, is the focus of all stakeholders.

Standard 3: Resources

Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resources needs.

Findings

The Grossmont Union High School District demonstrates its commitment to the induction program by allocating financial resources, providing training facilities, office space, personnel, and additional district resources, as needed. The program director is authorized to oversee and manage the scope of the induction program, including personnel and resources.

The collaborative assistance through business services and human resources helps to maximize the support provided to participating teachers in the induction program. Leaders reported a strong commitment to allocating sufficient resources to operate the highest quality program. For example, participating teachers are allowed to observe exemplary veteran colleagues as often as they need and desire. Support Providers are also allowed release time to observe and offer in-classroom support to their participating teachers as much as needed.

Grossmont UHSD’s induction program director is authorized to develop and monitor the budget. The program director collaborates with the assistant superintendent of educational services and the assistant superintendent of business services to monitor and adjust the induction program budget as needed to ensure an effective program. The program offers a comprehensive induction experience for all participating teachers and support providers.

In addition to supporting the stipends for support providers, as well as release time for both participating teachers and support providers to attend professional development activities and classroom observations, a comprehensive menu of workshops is also available featuring exemplary presenters.

Interviews with the district’s superintendent verified that sufficient resources for a meaningful induction experience are consistently allocated. The chief business official commented during the interview that they had sustained their commitment to the induction program financially

even during the worst of the recession. The program director commented often on the ongoing support in allocating the appropriate resources to sustain a strong and effective program.

Grossmont UHSD provides support to the director in all areas including, but not limited to, support from business services who oversee the budget and ensures fiscal responsibility, and support from human resources who ensure that advice and assistance is provided to all new hires. A new teacher orientation is also provided at the beginning of the year in advance of the actual induction program orientation. The director works closely with the fiscal director to ensure appropriate maintenance of the budget. Interviews with district leadership confirmed that resources are allocated as driven by program needs

When setting priorities for allocating district funding and resources, it was reported more than once that Grossmont UHSD's Induction Program is a priority in the district's resource allocation. The leadership team members commented on their appreciation of the significant and uncommon support that Grossmont UHSD's Induction program has held even during challenging fiscal times.

Standard 4: Faculty and Instructional Personnel

Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Grossmont UHSD's Induction Program has clear procedures for the selection of support providers consistent with their roles and responsibilities created by the director and the induction advisory board. The roles and responsibilities for support providers are detailed in the application packet and a meeting is held each spring to ensure all newly selected candidates have in-depth knowledge and understanding of the expectations for becoming a support provider. The application requires prospective support providers to answer a series of questions detailing their pedagogical knowledge and their motivation for choosing to support induction candidates. Based on site interviews with principals, the site principal is involved in

the selection of support providers and must write a letter of recommendation for each prospective support provider that wishes to apply for a position. Selected support providers have exhibited strong skills in classroom management, instructional planning, and standards based instruction, as well as the ability to model and communicate effective instructional strategies and reflective conversations.

All support providers that are chosen to serve in a support provider role hold CLAD/BCLAD credentials or have SB 2042 teaching credentials which have prepared them to work with diverse populations. Based on site visit interview feedback from the induction director and the leadership team, the program has implemented workshops that directly deal with diversity to support and enhance participating teachers' knowledge. As an example, workshops have been structured to include the changing demographics of the district, how to communicate with non-English speaking and non-Hispanic parents, differentiated instruction, and the changing nature of education.

Once support providers are selected, they complete training on *Formative Assessment for California Teachers (FACT)*. *FACT* consists of a structured series of critical thinking tasks, known as modules, based on the *California Standards for the Teaching Profession (CSTP)* and based on the formative view of teaching. The training is led by the program director and uses materials, activities, and resources approved by the California Commission on Teacher Credentialing and the California Department of Education. In addition, support providers receive training on the knowledge and skills necessary to be a reflective and successful mentor.

Once the initial *FACT* training is completed, support providers attend monthly meetings with the induction program director for additional review, new training, and collaboration. Support providers are also instructed in how to understand and use both the *California Standards for the Teaching Profession (CSTP)* and the transition to the new state adopted Common Core standards and Next Generation Science Standards to positively impact student learning. Support providers are encouraged to uphold a consistent schedule of professional development constructed around their own teaching assignments in order to sharpen their skills as teachers, be kept informed on recent research and practice, and function as role models for participating teachers. Support providers reported that the district professional development calendar provides additional training options for both support providers and participating teachers to increase their knowledge and skills in order to meet the needs of the full range of learners. Professional development providers and support providers reported that the monthly meetings provided "experiential learning" modeling good classroom practice.

At the conclusion of each professional development activity, participants are invited to complete an evaluation of the event. Evaluation results are shared with the presenters, and the results are used to make professional development modifications, as needed. Based on data, the program retains only those support providers who are consistently effective. Support providers reported that the rigorous process of training and support improved their classroom

practice as well. Program completers conveyed that the rigorous support provider selection ensures participating teacher success. In interviews, all stakeholder groups affirmed the commitment to the rigorous selection of exemplary support providers. Participating teachers overwhelmingly expressed their appreciation for the highly effective mentoring provided by the program's 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 participating teachers have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The induction program director collaborates in the district recruitment and hiring process to encourage and support applicants from diverse populations. Through the district's human resources department, it is determined that candidates have appropriate pre-professional experiences, certifications, and personal characteristics that include sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a potential for professional effectiveness. The assistant superintendent of human resources described the process for recruiting diverse applicants. This includes the use of the Teachers of Color Recruitment Fair.

During the hiring process, potential program applicants are informed of the induction program criteria, procedures and state requirements. Candidates are also advised of the new teacher orientation date and time where additional information is provided. At the orientation, all new teachers meet individually with the associate superintendent of human resources and the lead support provider, as well as with directors of curriculum, English learner programs, special education, benefits, risk management, technology, and Point Loma University.

The Grossmont UHSD personnel department processes all applications of new employees. All new hires are informed of their eligibility and responsibility to participate in an induction program to complete their professional credential during their initial meeting with the personnel department and again at new teacher orientation with the lead support provider. Interviews verified a strong communication between human resources and the induction program. Human resource personnel specialists send all new hire paperwork to the induction office and an initial review of the paperwork is completed to determine and/or confirm eligibility.

The program director is responsible for informing candidates of their eligibility for induction program admission. After verification of eligibility, each participating teacher signs a memorandum of understanding. This form provides information on the intent and benefits of the induction program, as well as the responsibilities of all participating teachers.

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

After receiving new hire information from the personnel specialists in the human resources department, the program director verifies each qualified teacher's eligibility for participation in the induction program. The induction program informs all candidates of program requirements and their responsibility to work with their support provider during the first two weeks of employment. Based on the interviews with the credential analysts and the associate superintendent of human resources, the induction program is used as a recruiting tool to attract a diverse teaching workforce.

Continued advice and assistance is a strong component of the program and continues throughout the teacher's two-year induction experience. Participants obtain information regarding the expectation to work collaboratively with their support provider to collect evidence of their reflective practice and documentation of their progress toward achieving a professional clear credential. Participants work with their support providers at the initial meeting and have the opportunity to discuss program questions with the program director.

Participating teachers are monitored for progress toward completion throughout the school year during FACT/program binder review meetings. Advice and assistance is also provided during this time. At the initial binder review, support providers bring their participating teachers' binders to a monthly meeting. At each binder review, support providers bring their participating teachers' binders to be reviewed by at least two support providers and a form is completed that indicates any areas of concern and guidance to ensure participating teachers are on the pathway toward program completion. The completed review and feedback form is placed in the front of the binder to assist the teacher in making changes before the next binder review. Support providers and participating teachers reported that the binder review is a highly effective way to provide advice and assistance and to ensure all participating teachers stay on the pathway toward program completion. Support providers reported during the site

interviews that this concept is a very beneficial and the interactive nature of the process ensures that participating teachers are making progress towards competency and program completion.

In the spring of each year all induction teachers participate in competency interviews. The panel of 3 or 4 consists of a mix of support providers and professional development providers. During the interview, teachers are asked questions designed to solicit responses that demonstrate application to practice.

Additional assistance is provided if the participating teacher needs to strengthen any program requirements. This is a highly effective way to ensure participating teachers are progressing in their knowledge and skills for effective teaching practice.

Only participating teachers who successfully complete all requirements are recommended for the professional clear credential. Support providers reported that the director creates a culture of authenticity and reflective practice in response to teacher needs towards professional competency.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The induction program provides participating teachers with the program design and structure based on the plan, teach, reflect, and apply cycle. Documentation of the formative assessment system (FACT) demonstrates the participating teacher’s knowledge and ability to use academic content standards and strategies that promote academic achievement that differentiates instruction to meet the full range of learners. Each FACT module provides the participating teacher with the opportunity to demonstrate their ability to provide content-specific instruction through the lens of the California Standards for the Teaching Profession (CSTP) and induction standards. The issues of diversity are addressed consistently throughout the FACT program as teachers document their application of universal access and equity for all students. The program directly prompts each participating teacher to examine the diversity that exists in the classroom by creating and reflecting upon their classroom profile and practice

and the impact on students they teach every day. Special attention is given to knowledge and skills for effectively working with English Learners (EL) and special population students. In-depth training through professional development opportunities and monthly meetings throughout the program continue to reinforce and monitor the participating teacher's ability to work effectively with special populations and EL students. Program completers affirmed that the reflective nature of the induction program and the multiple opportunities for professional development is an integral part of the program and encouraged risk-taking in order to move teacher practice forward.

Support providers are carefully selected by the induction advisory board based on the application criteria. Selected support providers are required to attend two full days of training prior to beginning their work with participating teachers. These two training days include the skills and knowledge necessary for an effective support provider, as well as training to implement the first two modules of the FACT program. A third training day prior to beginning the third FACT module is offered in November. Moreover, support providers meet monthly with the program director to obtain training and support to discuss and problem-solve any issues and concerns that arise in their work with participating teachers. Support providers reported that these monthly meetings are extremely valuable in elevating their professional practice to ensure that they are meeting their individual participating teacher needs.

The induction program offers wide-ranging professional development that focuses on research based strategies that support participating teachers in their ability to meet the needs of California's diverse student population within the context of their teaching assignments. Professional development topics address issues of diversity, "Technology for Teaching and Learning", "Differentiated Instruction for the Teenage Brain", "Conscious Classroom Management", "Strategies for Working with Unmotivated Students", "Team Building With Students for Academic Success", "Supporting EL and Special Education students", and assessment including modifications and accommodations for special needs students. All stakeholder groups reported that the monthly meetings and professional development opportunities are highly engaging and interactive and contributed to teacher effectiveness. Annually, the program evaluates the effectiveness and sequenced delivery of program experiences to improve the participating teacher's abilities to meet student needs and improve student achievement. Based on this comprehensive evaluation, program modifications/changes are made. One such reported change was the addition of a professional development opportunity offered to help teachers understand how to communicate with non-English, non-Hispanic parents.

Standard 8: District-Employed Supervisors**Not Applicable**

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.

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

Formative Assessment for California Teachers is used by all participating teachers and support providers to record standards-based lesson design, identify academic content standards covered, and evaluate student work samples in order to ensure instruction is aligned to the California Standards for the Teaching Profession, state academic content standards and performance levels of candidates. FACT also ensures that the full range of learner needs is being addressed. Throughout the induction program participating teachers complete regular self-assessments related to their professional knowledge and skills, identify focus areas for targeted inquiries to improve teacher practice including addressing the specific needs of English learner and special populations students.

Ongoing monitoring and self-assessment of progress in relationship to the descriptions of practice and the individual induction plans (IIP's) is an integral part in demonstrating competency in meeting program requirements. Additionally, FACT binder reviews provide the opportunity to demonstrate competency in meeting program requirements. Participating teachers receive immediate feedback if there are any areas that need strengthening prior to the next review.

Another program component used to demonstrate competency occurs during the competency interviews in the areas of English learners, special populations, and pedagogy. Interviews consist of participants being interviewed by a panel of 3 or 4 support providers and professional development providers. Participating teachers demonstrate how they are applying appropriate and effective strategies in their daily classroom practice. The competency interviews move program participation from learning new skills to application and practice of new knowledge and skills to benefit student achievement. Program completers and participating teachers emphasized during the interviews that they found the structured reflection extremely valuable. They offered examples of application of learning from the various workshops. Support

providers were praised for their capacity to offer guidance and further direction in making application of new learning.

At the conclusion of the competency interview, participating teachers receive written feedback from each panel member. A composite score that verifies proficiency is recorded and documented on each participating teacher's transcript. One program completer explained how affirming the competency interview had been for him. It clarified for him how much he had grown as a professional education because of the induction program.

Only participating teachers who complete all program requirements and demonstrate competency in all induction standards will be recommended for a clear credential.

Program Report General Education (Multiple Subject/Single Subject) Induction

Program Design

The Grossmont Union High School District (GUHSD) Induction Program is designed as a collaborative program. Under the guidance of the induction program director, the General Education (MS/SS) Induction program is informed through feedback elicited from all stakeholder groups. The induction program director also serves as the director of instruction, which directly supports the ongoing participation and active information exchange with all administrators and program coordinators in the district. In addition to the program director, a lead support provider is released 20% of the time to assist in the day to day operations of the induction program.

The Grossmont UHSD induction program works collaboratively with human resources, business services, educational services, the special education department, the EL department, technology, and university partner, Point Loma Nazarene University. Human resource personnel stated that collaboration between their department and the induction program is key to candidate placement, ongoing support, and final recommendation. The program director works closely with the advisory group and leadership team to ensure high quality implementation of the program. The induction program regularly communicates with these stakeholders on program effectiveness, candidate competence, and areas of improvement.

The design of the Grossmont UHSD induction program builds on the skills and knowledge acquired in the preliminary program and considers individual teacher needs. This is accomplished through the completion of the Formative Assessment for California Teachers (FACT) program, discussion of teacher performance assessment (TPA) results, support provider observations, and participating teacher's self-assessments throughout the program. Throughout the two year experience, participating teachers conduct action research to

continue the development of their pedagogical knowledge and skills learned in their teacher preparation program with a focus on evidence as a basis for self- reflection.

Stakeholders provide ongoing feedback through a variety of local program surveys, as well as through emails, phone calls, and informal anecdotal feedback to the program director and lead support provider. Advisory board and leadership team feedback indicate that program improvement is based on regular data analysis and other informal stakeholder feedback. Interviews also indicate that the program’s receptiveness to feedback is evident in the fact that all stakeholders feel valued and see evidence of their feedback in program updates. One example shared from interviews indicates that based on feedback additional professional development sessions were added to meet the needs of non-Hispanic English learner supports. Participating teachers expressed their appreciation for the additional EL session as the topic is relevant to the ever-changing population.

Program feedback is provided on a regular basis through the induction leadership team, workshop evaluations, surveys of all stakeholder groups, and concern/comment forms that are available to all participating teachers and support providers throughout the year. Stakeholder interviews indicate the program director and unit leadership are receptive to feedback and seek opportunities to improve the program. Site administrators recognize that their role with the Grossmont UHSD Induction program is relational in its opportunities to partner and counsel candidates within the program.

Course of Study

To guide the participating teachers’ attainment of all program requirements, an orientation is held at the beginning of the year for participating teachers and support providers. Candidates are advised about program roles and responsibilities and supplied with program materials during orientation. Grossmont UHSD utilizes the Formative Assessment for California Teachers (FACT) system to guide teachers in their growth as professional, reflective practitioners who are focused on meeting the learning needs of all students. Participating teachers engage in an ongoing learning process that follows the cycle of plan, teach, reflect, and apply. With the guidance of their support provider, participating teachers identify areas of strength and growth which lead to the development of their Individual Induction Plan (IIP). These plans provide the basis for their research and implementation of new ideas as they seek to reflectively improve their practice.

The FACT system consists of four performance-based, job embedded modules to support teachers throughout their two year induction program. Through the use of evidence and ongoing self-assessment each module is designed to focus on the California Standards for the Teaching Profession, the California content standards, and the induction program standards. Program stakeholders expressed appreciation for and effectiveness of the FACT process since it supports a collaborative inquiry process that fosters reflection and improvement of the participating teacher’s practice throughout the two-year program. Participating teachers

expressed the effectiveness of both the induction and district professional development in the fact that it supports their inquiries to inform their knowledge base in order to deepen the inquiry approach.

Participating teachers collaborate with their support provider in using the FACT formative assessment process to support them in establishing and maintaining well-managed, safe and inclusive classrooms that foster students' physical, cognitive, emotional and social well-being. Over the two year program, participating teachers demonstrate that they teach a full range of learners by selecting focus students who represent challenges with English Language, special populations, and equity. Through ongoing assessment and analysis of students, participating teachers are able to analyze and plan instruction to meet the needs of all learners, as evidenced through FACT documentation. Professional development supports an approach to engaging experiential opportunities for learning by providing participating teachers with enhanced learning strategies and resources. Participating teachers and support provider interviews indicated that the FACT modules and professional development offered by the district support their growth in the use of data to plan instruction, in the implementation of strategies that support student achievement, and encourage ongoing reflection of their practice.

During a teaching and learning module, participating teachers complete self-identified and self-directed professional development that supports their identified individual goals and inquiry questions. Participating teacher interviews revealed that support providers assist them in selecting appropriate strategies, approaches and resources necessary to meet the needs of all learners. Focus student evidence is documented and reviewed in participating teachers FACT binders.

During the two-year program, support providers provide individualized support and mentoring to their participating teachers through the FACT formative assessment system. Support providers receive initial and ongoing professional development in order to develop effective mentoring skills and formative assessment practices for their participating teachers. Participating teachers are matched to support providers based on multiple factors. Interviews with participating teachers indicated their appreciation of the matches when based on site and content area. Overall, program stakeholders found that program processes and district guided placements are effective.

The program director supports participating teacher supervision and advisement through multiple avenues. Interviews revealed that the program meets with participating teachers for advisement throughout their experience, during the after school monthly meetings and at the four FACT binder review opportunities. During interviews, site administrators confirmed that participating teachers are encouraged to incorporate district and/or site-specific goals into their IIP as they align to their focus CSTPs. Participating teachers appreciate and value support provider knowledge and experience.

Candidate Competence

Participating teacher progress is monitored throughout the year by the support provider and the district program director. Participating teachers are informed of how they will be assessed during their orientation at the beginning of their program.

Upon completion of all requirements required during the two-year induction program, a participating teacher is recommended for a clear induction credential. Each participating teacher undergoes regular monitoring of their program completion by the program director and support provider. Various methods for assessing participating teacher competence are evident through FACT reviews and feedback, as well as Year 1 and Year 2 competency interviews and a final portfolio review.

Mid and end-of-year FACT reviews provide information on progress toward program completion, formative feedback on teacher growth, and aide in the calibration of support provider understanding of formative assessment. At the completion of the review, all teachers and their support providers are aware of any areas that need to be strengthened, or any other requirements that need to be completed before the end of the year.

Participating teachers participate in a competency interview as part of their program requirement for both Year 1 and Year 2. During the interview, each teacher interacts with a panel of support providers, site administrators, and professional development providers who ask questions that prompt participating teachers to demonstrate their application of knowledge and skills applied to their classroom practice. Upon completion of the interview, the panel discusses the responses in order to provide feedback as well as an overall score to the participating teacher. If the panel believes there are areas of concern, the program director and lead support provider are notified and provide a follow-up with the teacher.

A final binder review is conducted with both participating teachers and their support provider. If participating teachers are missing any requirements, the program director collaborates on options for completion. At the conclusion of the final binder review, a transcript is generated that indicates program requirements completed by the end of Year 1 and Year 2. The transcript serves as a transferable document during the two-year experience, as well as proof of completion of all program requirements.

Review of program artifacts, such as the induction program flowchart and program orientation agenda indicate participating teachers receive information on how they will be assessed. Stakeholder interviews indicated that participating teachers appreciated the verbal and written feedback on their work toward program completion and application of knowledge and skills.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with participating teachers, graduates, intern teachers, faculty, employers,

and supervising practitioners, the team determined that all program standards are **Met** for the General Education (Multiple Subject/Single Subject) Induction program.