

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

**Professional Services Division  
June 2016**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Tustin Unified School District. The report of the team presents the findings based upon reading the institutional narrative 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**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Educational Leadership	<b>X</b>		
2) Unit and Program Assessment and Evaluation	<b>X</b>		
3) Resources	<b>X</b>		
4) Faculty and Instructional Personnel	<b>X</b>		
5) Admission	<b>X</b>		
6) Advice and Assistance	<b>X</b>		
7) Field Experience and Clinical Practice	<b>X</b>		
8) District Employed Supervisors	<b>NA</b>		
9) Assessment of Candidate Competence	<b>X</b>		

**Program Standards**

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	6		
Education Specialist Clear Induction	7	7		

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:** Tustin Unified School District

**Dates of Visit:** April 18-20, 2016

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional narratives; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, completers, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of 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 relative to second tier programs were **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) and Education Specialist induction programs. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that all six Program Standards for the General Education (MS/SS) Induction program and all seven Program standards for the Education Specialist Clear Induction program were **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers, administrators, and other stakeholders. The team unanimously recommends a decision of **Accreditation**.

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

## Advanced/Service Credentials

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

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Tustin Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Tustin Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### Accreditation Team

**Team Leader:** **Karen DeBerry, Ed. D.**  
Corona-Norco Unified School District

**Common Standards Cluster:** **Geeta Rezvani**  
California Department of Education

**Programs Cluster:** **Julia Dewees**  
Capistrano Unified School District

**Staff to the Visit** **Gay Roby**  
Commission on Teacher Credentialing

### Documents Reviewed

Advice and Assistance Meetings	Consultant Agreement form
Advice Assistance sign-ins	District's Induction Brochure
Advisement check off list	e-portfolios
Advisory Sign-in Sheets	Early Completion Option Documents
Annual Employee notices	Exit Interview Protocol
Assessment Team Meeting Agenda & Notes	Extension Request Form
Assessor Process Agenda	FACT documents
Assessor Feedback	FACT Users Guide
Biennial Report and CTC response	Haiku website
Calibration Meeting sign-ins	Induction Calendar of Activities
Candidate surveys	Induction Completion Verification Form
Candidate Verification Data	Induction program Eligibility Criteria

Induction Program Goals	Progress Interview Document
Induction Program Vision	Progress interviews
Intervention Action Plan	PT Handbook
Memorandums of Understanding	Retention Data
New Teacher orientation	Support Provider Application Form 2015
Newsletter	Support Provider Effectiveness Continuum
PD Session Descriptions	Support Provider Logs
Program Budgets	Transportability Document
Program Summary	Triad meeting forms

### Interviews Conducted

Stakeholders	TOTAL
Candidates	17
Completers	9
District (Institutional) Administration	6
Program Coordinator	1
Professional Development Providers	5
Support Providers	11
Credential Analysts and Staff	2
Advisory Board Members	8
Leadership & Assessment Team	7
IHE partners	2
Site Administrators	14
<b>Total</b>	<b>82</b>

### Background Information

Tustin is a city located in central Orange County, California, covering a total area of 11.1 square miles. The most distinguishing landmark of the city are their two dirigible hangars built during World War II that are among the largest wooden structures ever built and are listed on the National Register of Historic Places and ASCE List of Historic Civil Engineering Landmarks.

In 1801, the Spanish Empire granted 62,500 acres to Jose Antonio Yorba, which he named Rancho San Antonio. Yorba's great rancho included the lands where the cities of Olive, Orange, Villa Park, Santa Ana, Tustin, Costa Mesa and Newport Beach stand today. Smaller ranchos evolved from this large rancho including the Rancho Santiago de Santa Ana.

The 2010 United States Census reported that Tustin had a population of 75,540. The racial makeup of Tustin was 52.6% white (with 34.8% non-Hispanic white), 20.3% Asian, 19.2% from other races, 4.7% from two or more races, 2.3% African American, 0.6% Native American, and 0.4% Pacific Islander. Hispanic or Latino of any race was 39.7%. According to the 2010 United

States Census, Tustin had a median household income of \$74,011, with 12.2% of the population living below the federal poverty line.

### **Education Unit**

Tustin Unified School District houses the general education and education specialist induction programs in the Educational Services Department. Overseen by the chief academic officer, day-to-day operations are supervised by the program coordinator. For 2015-16, the program employs 48 support providers and uses both program-specific and district-wide professional development providers to support candidates participating in induction. The district was approved to sponsor a general education induction program in 2003; the newer education specialist induction program was approved in 2010.

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

<b>Program Name</b>	<b>Program Level</b>	<b>Number of Program Completers (2014-15)</b>	<b>Candidates Enrolled (2015-16)</b>
General Education (MS/SS) Induction	Advanced	28	61
Education Specialist Induction	Advanced	1	5

### **The Visit**

The site visit took place on April 18-20, 2016 on the campus of Heritage School in Tustin Unified School District. The team consisted of a team lead, a common standards review member, a program standards review member, and a state consultant. No extraordinary circumstances occurred during the site 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 Tustin Unified School District (Tustin USD) induction programs’ vision is based on the results of extensive research on effective, meaningful new teacher induction programs and the principles of adult learning theory. Site administrators commented that the induction program has driven change in the district and is noted for its deep capacity because so many district personnel are involved in the program in some way. Professional development providers, directors of the education services department, site administrators, and candidates all shared that the variety and options in professional development provide relevance and meaning for candidates in the programs. The program has many collaborative structures built into its design: progress and exit interviews, triad meetings, and advice and assistance meetings, all working toward the goal of increasing teacher ability and student achievement. The programs’ goals and vision are relative to state, district, and site-based requirements. From the superintendent to credentialed personnel, to classified staff, it is evident that the district goals of “rigorous standards and engaging strategies that are supported by technology” resonate within the induction programs. During quarterly meetings, the Tustin USD Induction leadership team discusses program goals for both programs, examines assessment data, and revises the programs in accordance with the CTC’s requirements and state-adopted standards.

The Tustin USD induction programs’ vision is driven by the philosophy that retention of successful teachers is the direct result of the support and training they receive as new teachers. This is evident in the fact that 80% of the teachers in cohort groups from the 2013-2016 years continue to teach in Tustin USD. During the interviews, one of the candidates stated that the program was so positive that he would have participated in a third year of the program, had it been available. Another stated that he is a self-proclaimed pragmatist and was pleased to find the program and his assigned support provider ready to provide him with an individualized program that allowed him to grow as he wished.

The design of the Tustin USD induction programs offers multiple opportunities for candidates to grow in their professional practice through professional learning choices and individualized work with a support provider and assessors. In interviews, candidates expressed satisfaction that the varied professional development opportunities met their individual needs. Additionally, they shared that feedback on professional development seminars exit tickets and feedback surveys had been immediately implemented into the trainings, ensuring them that their opinion and input was valued. Advisory board members reported a change made due to their feedback when a formative assessment form was promptly altered to include their suggested questions.

Support provider logs, progress interviews, and advice and assistance meetings show that candidates learn and demonstrate knowledge of student academic content standards and performance levels through Formative Assessment for California Teachers (FACT). Support providers and candidates work collaboratively to meet FACT requirements on a weekly basis at their respective sites, during workshops, and also during advice and assistance meetings as evidenced by support provider logs and sign-in sheets. Additional professional development is offered at the programs' monthly workshops, where candidates are provided with a variety of professional development offerings and receive support from professional developers and induction program staff as described in the menu of options.

Leadership is a collaborative effort in the Tustin USD programs. The chief academic officer, with the leadership of directors of elementary and secondary education and coordinators from the education services department, gives authority to the Induction program coordinator for the day-to-day implementation of the induction programs, as shown in the Tustin USD organizational chart. The induction program coordinator is authorized to oversee and manage the entire scope of the Tustin USD induction programs including personnel and resources. All stakeholder groups expressed an appreciation for the coordinator's professional skills and work ethic. One group stated she was artful in her ability to have inquiry-based conversations. At the same time, the coordinator reported her measure of success is the district's ability to run the program in her absence, a testimonial of program depth and district ownership. Stakeholders from the leadership team, assessment team, and advisory committee shared that the Tustin USD induction program coordinator involves stakeholders in a shared decision-making process on many of the programs' components. As one site administrator stated, she is always asking questions so that the program is best suited to serve candidates and their students.

The program leadership team and assessment teams are able to monitor, support, and provide documented feedback--to each candidate--regarding progress towards completion during FACT progress interviews. A review of the documents in e-portfolios and the verification sheets for completion assist the leadership team in determining each candidate's progress in the program. Upon successful completion of their program, candidates submit a form requesting review of documentation for completion verification. According to the administrative assistant, documents are sent to personnel services where the district's credential analysts apply to the

California Commission on Teacher Credentialing for the candidate’s clear credential. It is the expectation of the district that candidates will complete induction requirements during their first two years of teaching as discussed in the district’s induction brochure. However, should additional support or time be needed, the program finds ways to extend a candidate’s induction experience until reaching program completion and credential recommendation.

**Standard 2: Unit and Program Assessment and Evaluation**

**Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

**Findings**

The Tustin USD’s evaluation system is based on assessment from both internal and external sources within the CTC’s seven-year accreditation cycle. During interviews, all stakeholders stated that the program coordinator constantly requested both formal and informal feedback. Ongoing evaluation, which includes mid-year surveys, end-of-year surveys, and workshop surveys, is used for improving all aspects of the program. Program stakeholders have multiple opportunities to provide input through comprehensive evaluation instruments resulting in recommendations for changes and improvements in the program. Leadership team and assessment team members explained that the information from the surveys drives decision-making at their monthly and quarterly meetings. Based on survey data, changes have been made to the processes for advice and assistance, professional development, and FACT support documents. Advisory board members reported that the suggestions they offered during meetings were promptly implemented and made positive program changes.

Within the seven-year accreditation cycle, data is collected from multiple sources including the state survey, retention data, mid-year surveys, professional development feedback, candidate/support provider engagement data, support provider logs, support provider continuum, candidate verification data, and informal feedback from induction program leaders. The program coordinator analyzes the results of the assessment tools and shares them with the advisory board committee, leadership team, and assessment team for possible program revisions as evidenced through interviews with respective stakeholders. The results of these data are included in the biennial reports that are submitted to the CTC three times in an accreditation cycle. As stated in interviews, leadership team, assessment team, and advisory committee members are kept informed regarding collected program data and are able to suggest possible program changes. These stakeholders shared that it has been their experience that discussions from this data review leads to ongoing program improvement.



Processes are in place to verify participation in the induction programs and provide regular feedback on candidates' progress towards meeting credential requirements. Advice and assistance meetings, e-portfolio discussion threads, and progress interview documents are all used to monitor progression toward completion and candidate competence. In interviews, candidates reported that discussion threads reminded them of outstanding FACT elements to be completed prior to progress interviews. Assessment team members and candidates confirmed that the interview process was beneficial for candidate growth and reflection. Assessment tools used to evaluate the effectiveness of the program include mid-year surveys, end-of-year surveys, and workshop surveys. As each assessment tool is completed, the program coordinator shares the data with advisory board committee members and then meets with the induction leadership team, assessment team members, and professional development providers to determine how the data will be used to make program changes that improve effectiveness.

**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**

A review of documents and interviews with district leadership explains how funding is allocated and maximized to support candidates in becoming effective and productive members of the teaching profession. The program coordinator and chief operations officer in the education services department meet before each new school year to plan the programs' budget. The budget reflects allocations that include support for all program needs for both the general education induction program and the education specialist induction program. This review ensures that candidates receive adequate program materials, a content-appropriate support provider, and suitable facilities for professional development and collaborative workshops. In addition, one of the district's special education coordinators, who is assigned to support education specialists in the induction program, shared that budgetary needs occurring during the year are discussed at meetings with education service leadership and approved or denied. Site administrators stated that their respective facilities are made available for professional development and induction workshops.

The induction program coordinator then works collaboratively with district and site leadership personnel and varied stakeholders to consistently allocate fiscal, material, and personnel resources to ensure all induction program standards are met. The program coordinator has the

authority to develop the budget and monitor resource allocations. She collaborates with fiscal personnel and the educational services account clerk to monitor and ensure funding sources are available to support program needs as evidenced by meeting sign in sheets. The program coordinator's job description and time provided to administer the program is sufficient to implement admission, advisement, professional development, support, and assessment management as evidenced by the documents reviewed by the site visit team.

Personnel directors stated that there is no fee for teachers provided that they complete the program within the first two years of eligibility in the program; in fact, this is one of the reasons teachers seek positions in Tustin USD. If a teacher does not complete the program within the two-year time, he or she may be required to pay for the cost of a support provider for an additional year depending on the circumstance. These decisions are made on a case-by-case basis and are evidenced by the memorandum of understanding and the pathway to a clear credential documents. A site administrator reported that one of her teachers required more time to complete the program and the coordinator ensured that she was given this opportunity.

In interviews, all stakeholders shared that the Haiku website was an excellent resource for dissemination and collection of program documents. The administrative assistant, program coordinator, special education coordinator, and other relevant stakeholders ensure that all induction information is up to date and available for all users. Candidates expressed comfort in the constant communication they receive from induction personnel. This communication helps to guarantee that the candidates' needs are being met. There are a variety of personnel who provide targeted support to candidates. The induction coordinator and administrative assistant prepare to meet the day-to-day candidate needs, the monthly workshops, and the credential requirements. The special education coordinator discussed how she works with her team to ensure that education specialists receive appropriate training and differentiation to meet their unique needs. Professional development providers offer expertise and training in many areas including differentiation, English language development, special populations, and technology seminars. Leadership team, assessment team, and support providers reported that the needs that come out of their work are taken directly to the coordinator who makes sure that appropriate resources are allocated.

**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**

A review of documents and interviews with program leadership and site administrators indicated that Tustin USD employs and assigns program leaders, professional development providers, and support providers who are experienced and qualified for the credential programs' leadership. The district uses multiple criteria such as applications, resumes, interviews, observation, and performance evaluations as part of the selection process. Support providers who guide and support candidates through the induction program are required to be highly qualified, hold a professional clear credential, and have at least three years of teaching experience as evidenced by review of the support provider application and interviews with the program coordinator and support providers. By design, support providers are full-time classroom teachers who receive a fixed stipend per number of candidates assigned to them and work closely with the candidate during two years of the induction program. In Tustin USD, support providers are hired annually based on district need, subject area content/grade level, and job location, as determined by collaboration with site administrators and the induction program coordinator. Interviews confirmed that the induction program coordinator makes the final decision on hiring support providers based on their instructional expertise, needs of the school site, and the needs of the student population taught by the candidates to whom they are assigned. The interview with the induction program coordinator indicated that a site's need for a support provider and the site administrator recommendation have great impact on support provider selection.

Qualified professional development providers are recruited based on their areas of expertise considering multiple criteria such as résumé and previous experiences. Interviews with the professional development constituency verified that they have gone through a rigorous selection process that examines their knowledge of adult learning theory, ability to teach teachers, and their content areas of expertise ranging from teaching English learners, special

education, and differentiating instruction to core content areas. Professional development providers are consultants, current Tustin USD teachers, digital learning coaches, and teachers on special assignment. Support providers may also serve as professional development providers and conduct workshops at site and district venues across the district. Once the professional development needs of the candidates are determined through the individualized induction plan and needs assessment surveys, professional development providers are recruited from a trained pool to provide workshops.

Professional development providers are recruited and selected for their knowledge of adult learning theory, exemplary teaching, coaching, and facilitation expertise, knowledge of academic content standards of what they are presenting, and pedagogical practices. The rigorous selection process ensures that all instructional personnel have deep understanding of the context of teaching within the Tustin USD and model best practices in teaching, learning, scholarship, and services. Interviews with the leadership team and the induction program coordinator confirmed that professional development providers are selected based on their exemplary teaching, coaching, and facilitation expertise while support providers are examined for skills, proximity to the candidate, and leadership ability. Candidates also testified that the quality of professional development workshops, both topics and presenters, throughout the induction program and district, have been relevant, meaningful, and have led to changes in their instructional practices in classrooms.

Review of profiles and interviews with various constituency groups confirmed that Tustin USD support providers, professional development providers, and program leadership represent a variety of cultural, ethnic, and linguistic backgrounds and are reflective of the diverse student population in the school district. Tustin USD adheres to nondiscriminatory hiring practices as evidenced by the district board policy and interviews with district personnel representatives.

Support providers participate in ongoing professional development to increase their knowledge of academic standards, frameworks, and accountability systems. Support providers attend training at the beginning of the school year to review induction requirements and learn of new program changes. Review of recent new support provider agendas included an introduction to the induction program, FACT system as a growth model, linkages between the FACT system, district goals and priorities, Common Core State Standards (CCSS) and classroom practices, and California Standards for the Teaching Profession (CSTP). Support providers and candidates also attend monthly workshop and training sessions to deepen their understanding on a wide range of topics and strategies such as CCSS, differentiating instruction, using technology as a teaching tool, classroom management, and cohort collaboration as corroborated by support providers and candidates.

Induction program leaders, the program coordinator, professional development providers, and support providers collaborate regularly with colleagues--through emails, newsletters, leadership team meetings, advisory board meetings, and the annual induction director's state

conference--in order to improve candidate teaching practices and enhance the educator preparation program. Interviews with advisory committee members and district leadership and a review of the advisory committee meeting minutes confirm that there is regular and systematic collaboration with colleagues in P-12 and Institutes of Higher Education (IHE).

An Interview with the induction program coordinator indicated that candidates are afforded opportunities to evaluate professional development providers by completing informal evaluations called exit tickets at the end of each monthly workshop session, followed by a formal online evaluation survey. The feedback is tallied and analyzed by program leadership and advisory groups with the goal of refining and improving the content of the induction workshops. Survey results are also used to identify needs and plan for future workshops.

The program coordinator confirmed that the unit also evaluates performance of support providers and professional development providers through training surveys, mid-year and end-of-year surveys, and these survey results are used as a vehicle to retain those who are consistently effective.

**Standard 5: Admission**

**Met**

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

**Findings**

Review of evidence and interviews with personnel administrators and credential analysts confirmed that potential induction candidates are hired based on the district's needs, using well-defined criteria such as an application, hiring requirements specific to the position, credentials earned, and an interview process. Once a candidate is hired into Tustin USD, his or her information is forward to the credential analysts. Credential analysts review candidate credential status and requirements for each position and determine eligibility for the induction program based on commission-adopted requirements. Credential analysts corroborated that they compile a list of eligible candidates for the induction program and forward it to the induction program coordinator who makes the final eligibility determination. It was also shared during the credential analyst interview that pertinent preliminary information, such as induction program information, is given to candidates during the hiring process.

The personnel services staff and the induction program coordinator indicated there is an ongoing collaboration and communication between the personnel services department and induction program office. In interviews, it was articulated that the district is an equal

opportunity employer, but at the same time looks for the best qualified candidate for each position. Personnel services staff shared that Tustin USD attends job fairs to recruit candidates in hard-to-find areas such as math and science or special education. During the recruitment process or at job fairs, applicants are provided information about the district and encouraged to submit their applications. Personnel services administrators expressed that Tustin USD is committed to recruit and retain applicants from diverse populations who reflect the district's diverse student population. Tustin USD has recruitment and selection board policies that provide guidelines to encourage applicants from diverse populations. Review of board policy, pool of candidates' documents, and interviews with the induction program coordinator and candidates confirm that admission processes encourages and supports applicants from diverse populations.

During the hiring process, the district credential analyst reviews each applicant's credential, and potential program applicants are informed of Tustin USD induction program criteria, procedures, and state requirements. Credential analysts inform candidates that upon hire, they are required to attend the district's orientation for new teachers. After a potential candidate's credential is reviewed, credential analysts send the Tustin USD induction eligibility form with a copy of the applicant's credential to the induction program coordinator as warranted. The program coordinator then conducts a final review of the paperwork and makes a determination on eligibility for the induction program. The induction program coordinator sends a welcome letter to potential induction candidates to inform them of their eligibility for Tustin USD induction program and invites them to attend district and program orientations.

**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**

The district credential analysts provide initial advisement during the hiring process through printed and verbal communication of the district's goals, expectations, and various roles and responsibilities. Candidates are paired with an experienced support provider who guides and supports them through various requirements of the program, as evidenced by communication logs. Assessors monitor progress toward completion through periodic reviews of candidate work.

To guide candidate progress in completion of program requirements information is accessible in a variety of forms. An online portfolio, Haiku, is utilized to monitor and track candidate

progress. A pre-built template of the e-portfolio, loaded with FACT documents, is provided for each candidate. This system provides clarity and accessibility to program requirements. It also allows for sharing reflective work, receiving timely feedback, and submitting evidence of their work and assignments online. Candidates praised this system and indicated that it has been a helpful means of tracking their progress towards program completion. This system allows various constituents involved in an induction program to share information and engage in reflective dialogues. During interviews, support providers and site administrators expressed their satisfaction with the Haiku system and its effectiveness in expedited communication and collaboration in supporting candidates.

Another means of information sharing is through advice and assistance meetings where candidate documents from the FACT system are presented to a program assessor as evidence of candidate work. An assessor reviews the evidence, may ask clarifying questions, and provides feedback to support candidates in their progress toward completion of program requirements. One support provider mentioned that the advice and assistance sessions were appreciated, especially when the assessor helped her candidate with crafting a focus for her inquiry.

Annually, Tustin USD induction programs prepare an induction completion verification document which is proof of FACT module completion for candidates to monitor candidate progress and performance which could be followed up with guided advisement and assistance.

The review team found that the Tustin USD programs provide a complex and overlapping system of support for candidates. Everyone, from district administration, the program coordinator, administrative assistant, support providers, professional development providers, assessors, colleges and university partners all work toward the same goal: what is best for Tustin USD's students, and consequently, for their beginning teachers.

Candidates who experience challenges receive individual counseling by the induction program coordinator. The induction program coordinator indicated that when a candidate does not demonstrate satisfactory progress in the induction program, special assistance, an intervention action plan, or an extension of program may be warranted. In those situations, the induction program coordinator works with candidates individually to ensure additional supports are developed and tailored to candidate needs. A site administrator shared how one of her candidates received extra time and support until she was able to successfully complete the program.

Throughout a candidate's participation, the program uses an induction completion verification form to track progress. The program monitors progress and adjusts support according to work completed and/or yet to be done.

**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**

Tustin USD's two-year Induction program is designed and structured to allow candidates to engage in a variety of planned, sequential, job-embedded experiences to become lifelong learners and reflective practitioners. The district uses the FACT system to provide candidates with multiple opportunities to demonstrate the skills they have developed to educate and support all students effectively. Candidates reported that sequential program activities and experiences such as trainings, observations of master teachers, professional readings, and inquiry based activities contribute to their ability to educate and support all students effectively in meeting state adopted academic standards.

Annually, through both formal evaluations processes (e.g. surveys) and informal feedback such as workshop evaluations, the induction program evaluates the programs' effectiveness. Leadership team and induction advisory board members report that they have reviewed and analyzed data and made some program modification based on data and reevaluation results.

Support providers are selected based on multi-criteria and are trained to support their assigned candidates within the induction program for period of two years. The assignment of support providers is in collaboration with site administrators to ensure candidate and support providers as good match and there is contextual support to meet the needs of candidates. The assignment of a candidate is based on vacancy and needs of the school. Support providers meet three to four times monthly with candidates to discuss program activities and assignments, provide coaching and mentoring, as well as guiding candidates through program activities and completing program requirements. Support providers arrange triad meetings with site administrators to discuss any program issues. Evidence of these collaborative efforts is in support provider logs and records of triad meetings.

Professional development providers are generally Tustin USD teachers, serving in classrooms or as district coaches, and are selected based on their areas of expertise, professional learning experiences, and their engaging abilities. Tustin USD offers a menu of choices for candidates to



participate in professional development workshops that focus on delivery of research-based strategies related to diversity, school climate, teaching and learning.

As part of the induction requirements, candidates complete an initial self-assessment and develop their individual induction plan that identifies contextual needs for professional development activities. Candidates use FACT's Context for Teaching and Learning Module, develop class profiles, home-school communication, and instructional environment within the context of their teaching assignments as part of induction program requirements, followed by an inquiry into their professional practice. These activities, in concert with professional development activities, provide candidates opportunities to develop research-based strategies for improving student learning.

**Standard 8: District-Employed Supervisors**

**NA**

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.

**Findings**

This standard is not pertinent to second tier programs.

**Standard 9: Assessment of Candidate Competence**

**Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Findings**

The Tustin USD induction Programs provide all candidates with a handbook outlining clear and concise program expectations for the documentation of all required completion components for both general education and education specialist candidates. At the onset of the program, candidates attend an induction orientation that delineates their responsibility to document their knowledge and skills to promote student achievement utilizing the programs' formative assessment system. Candidates shared that they appreciated the clear expectations, examples, and feedback provided by the program leadership. Support providers, who receive two full-day trainings and ongoing monthly professional development, shared that due to this training they feel very prepared to provide assistance and guidance to candidates as each one documents the demonstration of competence over two years of program participation. Within the documentation of the FACT system, candidates include evidence of their classroom practice

and student work that demonstrates growth towards meeting the program standards and growth in the CSTP. Candidates have numerous opportunities such as advice and assistance meetings, progress interviews, online discussion threads, and frequent contact with their support provider to receive formative feedback on their progress towards completion of competency requirements. As the induction coordinator shared, the program wants to provide every opportunity to ensure that candidates succeed.

Each year of induction, candidates utilize the FACT system to meet both state and program credentialing requirements; they are observed by their support providers for feedback to guide their inquiry and collect and reflect on evidence of their teaching practice. Induction program leadership annually evaluates candidate progress. To that end, program assessors calibrate, collaborate, and review documentation from the FACT system in each candidate's e-portfolio for quality and completeness as well as for content that demonstrates competency in meeting the induction program standards. Through the assessment process, candidates are given multiple opportunities to clarify their documentation for assessors, specifically during the progress and exit interviews. Candidates described the interviews as positive opportunities to explain their growth and share evidence.

Candidates demonstrating successful completion of all documentation required by the induction program receive a recommendation for a clear credential. Program leadership provides clear directions for candidates to apply for the clear credential upon completion of induction. The program finds ways to extend a candidate's induction experience for those needing additional time or support until reaching program completion requirements, as is evidenced by the special assistance intervention plans and anecdotal evidence provided by principals. One candidate shared that a candidate would have to try hard to fail induction because of the intentional support built into the program.

## **General Education (MS/SS) Induction and Education Specialist Clear Induction Programs**

### **Program Design**

The Tustin USD teacher induction programs build on the skills and understandings that beginning teachers have acquired during their preliminary program, while infusing the goals of the district and individual teacher needs to meet California clear credential requirements. Partnerships with California State University, Fullerton and Concordia University ensure a smooth transition between the teacher preparation program and Tustin USD programs. Transition plans completed at the induction program orientation sessions guide teachers in bridging and applying what they have learned in their preliminary programs within their classrooms, leading candidates to build on their experiences and reflect on practices. The strength of both programs is their responsiveness to individual teachers' needs. A range of stakeholders interviewed indicated that the programs collect and provide input and feedback throughout the year. Both candidates and support providers feel that as a result of ongoing survey data collection the programs are responsive to individual needs and levels of teaching practice. In addition, guidelines and criteria are in place for an early completion option (ECO), and one candidate completed discussed how her induction experience as an ECO candidate took into consideration her prior experience while still helping her to grow professionally.

Activities of the Tustin USD induction programs are clearly integrated with the district's goals and initiatives. The candidate competency task force committee, consisting of candidates, support providers, program leadership, the educational services director, and the program coordinator, created a system to merge the district's "TUSD Connect" initiative--which focuses on infusing technology into rigorous standards and effective strategies--with teacher induction and clear credentialing requirements. To that end, the Tustin USD teacher induction programs created a district-wide teacher induction online Haiku site that now provides ongoing, updated information to all district stakeholders. Haiku is also the platform by which candidates submit evidence to meet their clear credential requirements, and the assessment process has been updated to include progress interviews in a face-to-face format where candidates share the evidence demonstrating their professional growth with an assessor.

As evidenced by program documents, the program coordinator oversees, manages, and monitors the entire scope of the general education and education specialist programs and collaborates and communicates regularly with partner school district personnel, site administrators, support providers, and the teacher induction advisory committee to support the beginning teachers and ensure that they meet their induction requirements. Interviews with the directors of elementary and secondary education as well as with a coordinator of special education confirmed that this collaboration guides the creation of professional development, resources, and support to meet all candidates' unique and diverse needs.

During interviews with all stakeholders it was clear that the program coordinator not only has established a district-wide culture of seamless collaboration and reflection to support new teachers, but also has changed the stigma of induction from a requirement that candidates dreaded to an opportunity for teachers to collaborate and reflect. The induction program is regularly discussed at principals' meetings, with one voicing that principals get more from induction than they are asked to contribute. These sentiments were echoed in interviews with the Institute of Higher Education (IHE) partners. Candidates and support providers alike characterized the program as collaborative, flexible, and supportive, and they shared that they felt that their voices were heard when asked for feedback. The program coordinator is valued across the district as evidenced by the repeated comments indicating that even if she were to leave her position, her leadership and vision has built capacity for a meaningful and sustainable program.

The induction program collaborates with site administrators in a variety of ways to support candidates. From matching support providers with candidates to participating in triad meetings with support providers and candidates, the site administrators are an integral part of the induction process. Evidence from interviews shows that the site administrators feel that triad meetings provide a safe, low-stress, non-evaluative environment which contributes to a culture of reflection that guides support for candidates. One administrator described the triad meetings as an opportunity to see the candidates through a different lens, allowing them to celebrate growth and provide resources to build capacity.

Support providers are personally invited to serve by the induction program leadership after consulting with site administration. They are matched as closely as possible with candidates in terms of context or site; education specialists are intentionally matched with job-alike support providers. A support provider application includes a positive recommendation from an administrator and a peer. Support providers receive two full-day training sessions, and ongoing professional development, collaboration and support throughout the year. In interviews, the support providers expressed that because of this training regimen, they feel very prepared in providing assistance and guidance for the candidates and benefit from the professional development choices offered. For example, training builds from foundational observation skills to development of collaborative coaching skills to use the evidence from observations to guide candidates in crafting their focus questions for the inquiry. In addition, as part of their training, support providers and their candidates observe a veteran teacher together. Support providers document their support with accountability logs, self-assess with an effectiveness continuum, and receive feedback and support from the induction coordinator and leadership team. In interviews, new and veteran support providers expressed that they are treated importantly and feel valued in their role; one said that being a support provider has made her a better teacher, and all of the others on the interview panel agreed.

## **Course of Study**

The Tustin USD induction programs utilize Formative Assessment for California Teachers (FACT) as a formative assessment instrument. FACT is a structured series of critical thinking tasks based on the California Standards for the Teaching Profession. In the FACT system, the ongoing **plan, teach, reflect, and apply** model directs future action by using the information gathered with a support provider during observations to help candidates identify areas of strength and areas of study or focus through the formative assessment process. FACT is designed to assist the candidate in meeting the learning needs of all students, while growing as a professional.

Throughout the two-year program, candidates conduct action research through two inquiries to further develop their pedagogical knowledge and skills learned in their preliminary teacher preparation program. The individual induction plan that guides the inquiry directly ties to the action research model and focuses on a question that candidates pose within their own classrooms and with their own students. Education specialists specifically design yearlong inquiries that are job-embedded and applicable to their unique settings while considering the Individual Education Plan goals of their students. Interviews with completers revealed that they felt that the inquiry mattered most in their growth as professionals; they described it as meaningful and involving explicit reflection. One completer said that reflection was such a part of her induction experience that she now naturally embeds it in her classroom instruction; and a site administrator expressed that the candidates on his campus are viewed as experts because of the rigorous action research that they complete.

As part of the inquiry process, the candidate specifically focuses on meeting the needs of all learners, including English learners and students with special needs. Candidates agreed that they felt the induction program prepared them well to plan and differentiate instruction to meet the diverse learning needs of the students in their classrooms including their students' IEP goals and objectives, and this was confirmed by a review of Haiku e-portfolios.

Professional development is a cornerstone of the TUSD induction programs. The required monthly professional development workshops offer a variety of choices--based on survey data--to address candidates' individual needs. Every stakeholder group interviewed expressed that the choices of professional development are varied and that adult learning theory is taken into consideration in the planning. The professional development providers include district teachers on special assignments, instructional coaches, support providers, department chairs, college and university members, and consultants. The professional development providers described their workshops as focused on practical application, giving teachers material that is aligned with FACT and providing time for collaboration on how to integrate the new strategies and information. Modeling best practices in instruction by emphasizing rigorous standards and engaging strategies supported by integrating technology, the professional development embodies the district's vision. Induction professional development is not presented in isolation from the rest of the district; when non-induction teachers began to inquire about attending induction-offered professional development, the program coordinator and leadership team

instituted a bring-a-friend program that soon grew so that now all induction and education services professional development is available to all teachers, new and tenured. Principals shared that by including all teachers in professional development workshops, the induction program is building capacity, and support providers said that the professional development offerings evolve to keep up with current education trends. The induction programs' professional development is highly regarded by all as evidenced by the fact that the induction program gets priority in district calendar scheduling. The colloquium at the end of the year is considered by stakeholders to be a celebration of learning and growth as evidenced in the self-assessments on the continuum of teaching practice and the candidate's e-portfolio Haiku site, but most of all by the enthusiastic, positive comments made by all stakeholders about how much they look forward to and enjoy the colloquium.

### **Candidate Competence**

The Tustin USD induction programs are designed to provide ongoing advice and assistance to support candidates as they work towards their professional clear credential requirements. An initial advice and assistance meeting is held at the new teacher induction orientation to ensure that candidates receive the information that is relevant to their needs as they begin their induction experience and understand the requirements of completion. Throughout the year, advice and assistance meetings and online discussion threads allow candidates to receive individualized support and guidance from a leadership assessor. To ensure success, advice and assistance meetings include a formative assessment review with specific feedback regarding individual progress and next steps. These meetings also provide an opportunity to identify any additional needs or special circumstances that may impact the candidate's completion of the program and recommendation for a professional clear credential. Education specialists participate in the same cycles of monthly professional development and advice and assistance, with intentional differentiated choices and support. The special education coordinator confirmed her collaboration with program leadership to guide the education specialist candidates throughout the entire induction process including initial contact and advisement at the orientation, monthly professional development options specifically for education specialist needs, a release day for placement-specific needs, and resources such as newsletters and videos. One educational specialist completer stated that induction in Tustin USD prepared her for teaching extremely well, building on the theory she learned in her teacher preparation program by giving her timely feedback and support in understanding how what she learns applies to her professional setting and students.

Using an e-portfolio, candidates post their FACT coursework, document reflections, and upload evidence such as student work, assessment data, photos, or differentiated lesson plans to demonstrate effective teaching practices so as to maximize diverse student achievement. Candidates share their Haiku site with their support providers so that at any given time, the site can be accessed and communication can occur. Candidate assessors also have access to their site, so they can continually review and give feedback through discussion posts. Assessors meet with the teacher induction program coordinator to calibrate, collaborate, and evaluate

their candidate e-portfolio and FACT coursework. Areas of need and of strength are noted, and ongoing communication among candidates, support providers, and assessors continues to occur. The program coordinator, who has administrative access to all e-portfolios, oversees and monitors each candidate's progress at all times. Candidates reported that they appreciate the timely feedback that allows them to focus on content, not format. Additionally, all candidates and support providers receive ongoing training and support in the area of technology to create and maintain their Haiku e-portfolio. The e-portfolios make evident that the candidates are fluent users of technology. To accompany the e-portfolio system, candidates also participate in two mandatory progress interviews in Years 1 and 2 and an exit interview at the conclusion of Year 2. At the interviews, each candidate and support provider pair meets with a designated assessor who has also supported them in advice and assistance meetings throughout their induction experience. The candidate verbally describes evidence via the individual e-portfolio Haiku site. This face-to-face interaction provides the candidates the opportunity to share and explain specifically how they are meeting the program standards as they talk through their e-portfolio Haiku site; one candidate emphasized that collaborative conversations in interviews allow candidates to clearly articulate how their evidence demonstrates competence. This is also an opportunity for the assessor to ask clarifying questions of the candidate as well as provide feedback for next steps. Non-evaluative in nature, the interviews were described by candidates and support providers as open-ended conversations that guide the habits of lifelong learners.

Once the assessor and program coordinator determine that all program requirements have been met, personnel services staff submit for the candidate's clear credential.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the General Education (MS/SS) Induction program and Education Specialist Clear Induction program.