

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

Professional Services Division

April 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Madera Unified School District. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

**Common Standards
For all Programs offered by the Institution**

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	6	0	0

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: Madera Unified School District

Dates of Visit: March 23-25, 2015

**Accreditation Team
Recommendation:** Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, 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 judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the eight Common Standards and determined whether the standard was met, met with concerns, or not met. The site visit team found that six Common Standards are **Met** with the exception of Common Standards 1 (Unit leadership) and 2 (Unit evaluation), which are **Met with Concerns**.

Program Standards

Discussion of findings and appropriate input by the team was provided for the induction program. Following discussion, the team considered whether the Program Standards were met, met with concerns or not met. The team found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, field-work binders, and formative assessment tools (FACT). The team conducted Interviews with program leadership, site administrators, support providers, participating teachers, completers, steering committee members and district administrators. Due to finding that six Common Standards are **Met**, two Common Standards are **Met with Concerns**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation with Stipulations**.

The team recommends the following stipulations

1. That Madera USD provides evidence that it has institutionalized the processes for relevant stakeholders to be actively involved in the organization, coordination, and governance of its educator preparation program.

2. That Madera USD provides evidence that it systematically collects data, analyzes the data, and uses the analysis to drive program modifications in an ongoing and comprehensive manner.
3. That Madera USD develops and submit to the Commission a current narrative, addressing both Common and Program Standards, for the General Education Induction Program.

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

Advanced Credentials

General Education (Multiple Subject and Single Subject) Clear

Staff recommends that:

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

Accreditation Team

Team Leader:

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Riverside County Office of Education

Common Standards Cluster:

James Webb

Wm. S. Hart Union High School District

Lisa Paisley

Saddleback Valley Unified School District

Advanced Programs Cluster:

Cynthia Amos

Los Angeles Unified School District

Staff to the Visit

Teri Clark

Documents Reviewed

Common Standards Report
 Candidate Portfolios
 Follow-up Survey Results
 Professional Development Feedback
 Individual Induction Plans
 BSTA Contact Logs

Training Calendars
 Exit Interview Rubrics
 Exit Interview questions
 Teacher professional history form
 Fieldwork Binder Review Rubrics
 BTSA Calendar of events

PD Evaluation forms
 Individual Induction Plans (IIPs)
 BTSA Handbooks
 Program Assessment Feedback
 Biennial Report Feedback
 Advisement Documents
 PT and SP Match documents
 End of year binder Review
 Progress Monitoring
 SP training agendas
 SP teacher application
 Professional Development Training content
 Professional Development sign-in sheets
 Binder assistance checklist
 Continuum of Teaching Practice
 Notification of Eligibility

Year 1 binder Review Form
 Year 2 binder Review Form
 Principal's formative feedback for support providers
 Onsite Support Session Form
 Steering Committee Agenda
 Steering Committee
 District Organization Chart
 Demographic Survey
 FACT Users Guide
 Cluster three Agendas
 IHE collaboration materials
 BTSA Training Calendar
 Fred Jones Training Modules
 Professional Reading Library

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Candidates	62	12	74
Completers	10	0	10
Employers	22	0	22
Institutional Administration	1	10	11
Program Coordinators	3	1	4
Support Providers	29	20	49
Credential Analysts and Staff	2	2	4
Advisory Board Members	6	0	6
		TOTAL	180

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

Background Information

Madera Unified School District serves as the Lead Educational Agency (LEA) for the Induction Program, serving 9 school districts, the county educational programs, two charter schools, and two private schools located within the county boundaries. The consortium operates throughout Madera County, representing a broad cross section of the socio-economic population. 53% of the county is Hispanic, 38% White, 4% African-American, 3% Native-American, and 2% Asian according to the 2010 US Census. The participating districts are both rural and suburban; they range in size from 80 to 19,000 students and represent the rich cultural diversity present in the region. The program serves Participating Teachers who have completed a traditional teacher preparation program, teachers who have worked as interns, out of state/country teachers, and special educational teachers who have completed a dual credential program.

Participants in the Induction Program

Program	Number of Program Completers (2013-14)	Number of Candidates (2014-15)
Gen Ed Induction	41	121

The Visit

The visit began at on Monday, March 23, 2015. The team members convened at the hotel for an initial meeting including review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summary and identified additional information needed to confirm that the program was meeting standards. The Mid-Visit Report was held on Tuesday, March 24. Interviews of stakeholder groups continued on Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership was held on the morning of Wednesday, March 25, 2015. There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

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

Interviews with the program director, participating teachers and support providers indicate that the Madera Unified Induction Program operates a research-based Induction Program utilizing the state developed Formative Assessment for California Teachers (FACT) system. FACT was formulated from current research and practice as it relates to new teacher development and formative assessment. On-site document reviews confirm the implementation of FACT to support teacher growth.

Unit leadership is given authority and autonomy to effectively oversee and operate the work of the program. Appropriate fiscal resources are available through the governing bodies that oversee and support the work of the unit. This data analysis includes: feedback, and surveys, and SP logs, and is used to guide program specifications. Although data is collected, the routine analysis of the data and inclusion of stakeholders in data driven decision making is not evident. Stakeholders report a credential recommendation process that assures candidates have met all requirements. The coordinator and leadership personnel conduct personal interviews, review candidate portfolios, and monitor professional development participation for each program participant.

Rationale The inclusion of relevant stakeholders in the organization, coordination, and governance of the program is a recent development for the Madera USD Induction program. The stakeholders expressed enthusiasm about their increased role in the governance of the program. The team was unable to find evidence of active involvement prior to the preparation for the accreditation site visit.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

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.

The Madera Unified Induction Program uses an assessment and evaluation system. The program collects data from multiple sources, involves multiple stakeholders in assessment activities, reports the results of assessment to stakeholder groups, and makes changes to the program. Reading of documents provides evidence of analysis in the biennial reports of participating teacher and support provider surveys. Additionally, support providers state in interviews that they are involved in an annual event, during which they have the opportunity to recommend program modifications. Review of analysis from the 2011 Biennial Report provided evidence that modifications in the professional development model have been made. For example, Madera instituted an Inquiry training that participating teachers and support providers attend together. Additionally, a classroom management professional development opportunity was added that includes a Fred Jones training and classroom visitation day. Review of timelines and agendas confirm stated additions.

Madera Unified Induction collects data on candidate and program completer performance and unit operations. This data is gathered in both formal and informal methods however, the team was able to find only limited evidence that the data were routinely analyzed. Reading of biennial reports show that the formal methods include state survey completion by participating teachers, support providers, and site administrators. Review of documentation provides evidence of rubrics for evaluation of support provider performance, participating teacher progress, and completion performance. Review of documents and interviews confirm that additional data is gathered via discussions, professional development evaluations, and FACT self-assessments, as well as the Continuum of Teaching Practice.

Assessment includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence. Interviews with constituent groups confirm that support providers use rubrics to assess fieldwork binders each semester and to assess candidate performance at exit interviews. Inspection of fieldwork binders shows that candidates do have this rubric and the opportunity to set goals based upon this rubric. Participating teachers use self- assessment tools to evaluate their growth on the CSTP. Data from these self-assessments is used by participating teachers and their support providers to set goals and to steer individual professional development choices. Steering committee agendas were provided.

Rationale There is ample evidence that the program collects data from a wide variety of sources but there is limited evidence that the data **are** routinely analyzed and very limited examples of program modifications being made based on the analysis of the data.

Standard 3: Resources

Standard Met

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

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. The Madera Unified Induction program is fiscally sound and utilizes its resources in an appropriate and cost-effective manner. The Madera Unified School District has assigned an experienced and qualified specialist to collaboratively lead and coordinate its Induction Consortium. This Director has overall responsibility for developing and overseeing the program budget and operation of the Program according to state guidelines. Additionally, one full-time Administrative Assistant is provided to support the program. The Induction office is located at a district-funded facility in two portable classroom buildings. One building is office space, and the other is a meeting and training room.

Madera Unified School District allocates sufficient resources for effective operation of the Madera Unified Induction program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Allocation of funds reflected in the Madera Unified Induction Program budget provides for personnel, support providers, professional development, assessment of participating teacher progress, advice and assistance, supplies, formative assessment materials, and professional development books and materials. Interviews confirm that support providers receive a stipend and serve as the primary vehicle for professional development in fieldwork, advisement, supervision, and assessment. The program director delivers all Induction-specific centralized training for both support providers and participating teachers. Interviews substantiate that the use of program resources is monitored by the Program Director and the Director of Business Services.

Review of program documents and interviews with constituents provide sufficient information that resources and related personnel are available to meet program and candidate needs. In the Madera Unified Induction Program, support providers serve to facilitate professional development for participating teachers, using Formative Assessment for California Teachers (FACT) as a guide. Each school district signs a District Memorandum of Understanding (MOU) each year, which lists the roles and responsibilities for the Madera Unified School District as the lead educational agency, and each co-sponsor. The District Memorandum of Understanding lists selection of Support Providers as one responsibility of each school district. In the Madera Unified Induction Program, the support provider roles and responsibilities are clearly defined in the support provider nomination forms, application packet, and Support Provider Memorandum of Understanding (MOU). Program Handbooks are given to each participating teacher and support provider. A library of professional reading selections is available in the training room for teachers to self-select. In interviews teachers state that their printed materials are useful, as is support provider guidance. An online webpage is also available.

The Madera Induction Program serves a number of school districts, charter schools, and a private school, and assignment of support providers is within the roles and responsibilities of each co-sponsor. Consistent selection criteria for support provider specified roles and responsibilities are provided by the program director to each district. Both interviews and

review of documents substantiates that support providers do complete an application packet, principals have opportunities to make recommendations and give feedback, however the director makes final decisions for matches. Interviews of constituent groups confirm that some districts use retired or part-time teachers to serve all teacher candidates in the program. On-site classroom teachers serve as SPs, with a maximum ratio of 2 to 1.

Standard 4: Faculty and Instructional Personnel

Standard Met

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

The Madera Unified Induction Program employs qualified persons to teach courses, provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Interviews confirmed that the Program Director and support providers fill these rolls. These persons also facilitate formative assessment throughout the program via observations, conferencing, and guidance through IIP development. Examination of IIP action plans indicates that support provider conversations and observations are a major component in candidates' growth plan.

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. Support provider roles and responsibilities are clearly defined in the support provider nomination forms, application packet, and Support Provider Memorandum of Understanding (MOU) and the Support Provider Handbook. Interviews with constituent groups clarified that in the past, support provider selection included an application and observation prior to selection, whereas, currently, support providers are selected by principal nomination and then apply. Completed application materials were provided.

Teachers and staff 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. Madera Unified Induction provides differentiation for the selection of support providers. Since the program serves a number of school districts, charter schools, and a private school, assignment is within the roles and responsibilities of each co-sponsor. A list of selection criteria is used for consistency in recommendation, and the Director reviews qualifications in each area via the application packet. Review of documents provided evidence of ongoing

evaluation and recommendation of support providers by their principals in the areas of diversity, classroom management, and content.

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 Madera Unified Induction Program works collaboratively with preliminary teacher preparation programs and colleagues in P-12 setting to improve teaching, candidate learning, and educator preparation. This is achieved primarily through Mid Valley/ Cluster 3 Meetings. The program Steering Committee has recently begun to meet. The Program Director meets with the HR Director on a monthly basis. Evidence of ongoing attendance and minutes for Cluster meetings was provided.

The institution provides support for faculty development. Madera Unified Induction support providers receive profession development in FACT documentation, mentoring, and the CSTP. Interviews and training agendas indicate that support provider training is comprised mostly of FACT procedural training. Support provider interviews indicate that regular, yearly training occurs in the FACT documentation system and in skill building.

Review of documents and interviews of support providers confirm that support providers are evaluated based upon attendance at trainings and meetings, contact logs, candidates' completed work samples, and candidate surveys of their support providers. As needs arise, the Director holds conferences to address performance challenges.

Standard 5: Admission

Standard Met

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

The Madera Unified Induction Program ensures that participating teachers are admitted on the basis of well-defined criteria based on analysis of credentials made by the credentials analysts as verified in interviews. Credential analysts state that they review credentials to confirm that participating teachers are eligible to participate in Induction, and the program director verifies that he reviews the credentials for other agencies that are a part of the consortium. A review of the Notification of Eligibility and Teacher Professional History forms also support the findings that participating teachers are informed of their eligibility for participation in Induction, and the program takes this data to continue advisement efforts towards clearing the preliminary credential. Participating teachers state that they receive program information and contact details in order to enroll in the program.

Interviews with the credential analysts substantiate that the Human Resources department reviews equitable distribution of participating teachers according to race, ethnicity, age, and

gender to ensure applicants represent a diverse population. The Induction Program adheres to federal and state non-discriminatory hiring practices, and it also follows local board policies and administrative regulations to hire applicants with high qualifications and desirable experiences to serve the needs of the schools' student populations.

As noted by the site administrators and the credential analysts, the application process requires participating teachers to demonstrate their communication and academic skills. The credential analyst reports that new hires' credential information is verified and that candidates meet the requirements to be highly qualified and appropriately credentialed in the teaching assignment for which a participating teacher is hired.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

At the point of hire, participating teachers are advised in their respective human resources departments of their eligibility to participate in Induction. A review of the Teacher Professional History forms find that participating teachers are able to list their credentials to be cleared, and the credential analysts state that they review credentials to verify correct credential placement and renewal requirements. Madera Unified PTs report that they receive information about the program and its requirements upon receipt of personnel documents. Participating teachers in other agencies report that they received their information from a variety of sources including support providers and electronic modes.

A review of documents and interviews verify that participating teachers participate with FACT and with their support providers to assist in their professional development towards meeting the program requirements. A review of participating teacher's binders and interviews substantiate that appropriate information is provided to guide each teacher's attainment of requirements. Sign-in sheets and interviews with support providers and participating teachers show that participating teachers participate in an Induction Orientation to explain the program requirements and the role of the support provider in the program design and implementation. Site administrators and support providers validate that when needed additional support is given to PTs, including those who are in challenging situations. Support may include veteran teacher observations, grade level support, site professional development, and teachers on special assignment on site who provide additional instructional coaching.

A review of participating teachers' binders and interviews corroborate that participating teachers participate in binder checks each semester during the two years of the program. Support providers and binder reviews also reveal that participating teachers may participate in a Binder Assistance six weeks prior to the binder check in an effort to elicit support to fulfill program requirements. Only those participating teachers who complete all program

requirements and exit interviews are recommended for the clear credential as evidenced in a review of completed exit interview and Fieldwork Binder rubrics and interviews with both support providers and participating teachers. Support providers verified that they review binders to ensure that the program requirements and FACT documents are completed to guide participating teachers in advisement and assistance efforts.

A review of collected evidence indicates there are adequate checks in place for the completion process, and qualified members of the program are assigned and available to participating teachers. The fieldwork binder serves as a compilation of professional growth in relation to state-adopted academic content standards, the CSTP, and completion of professional credential.

Standard 7: Field Experience and Clinical Practice

Standard Met

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

The Madera Induction Program is designed for P-12 candidates to demonstrate the knowledge and skills required to plan and implement a planned sequence of experiences to support their students to meet state-adopted academic standards. Through interviews with candidates, support providers, and site administrators, experiences are also designed to align to school-wide and district goals as well as student achievement goals. The program utilizes the FACT system that is a research-based sequenced set of tools based on job-embedded strategies, such as goal setting, self-assessment, inquiry, action plans, lesson planning and assessment.

A review of fieldwork binders verified that participating teachers are employing said practices, which are aligned with CSTP and Induction Standards 5 and 6. In addition, interviews with candidates also illuminate that multiple observations of classroom practice with a component of formative feedback from the support providers encourage deeper reflection of teaching strategies to assist students with attaining academic standards. Interviews with participating teachers indicate that some find FACT modules to be disconnected from the daily demands of the classroom while others find the tools to be relevant to their teaching context.

Support providers describe a hiring process in which they complete an application, and input is elicited from administrators regarding their effectiveness as personnel in the program. A review of applications and administrator formative feedback forms, as well as input from the program leader, show that applications are screened for appropriate criteria and potential for effectiveness. Support providers guide candidates to use the FACT modules focused on the understanding of the current context in which they are teaching. Interviews with participating teachers confirm that they are provided with release time to observe job-alike teachers to strengthen practice. Participating teachers believe that observing other veteran teachers is a

positive experience with meaning and application for their own classroom practice and that it serves as an exemplary form of professional development.

Fieldwork binder analysis by the review team shows that candidates are completing the required documentation with the intent on increasing student achievement. Candidates also report that tools, such as lesson plans, family communication, analysis of student work, and the class profile, assist with informing them of addressing the needs of English learners and special populations. Many participating teachers describe the documents as a way to frame their thinking about teaching and see the processes and structures of induction as an effective way to plan, teach, and reflect on their teaching practice. A review of fieldwork binders and interviews with support providers and participating teachers show that candidates are provided with research-based opportunities to improve student learning. Participating teachers have attended professional development, such as the Fred Jones classroom management series and the Spencer Kagan collaborative structures, have had opportunities to observe veteran teachers, and receive coaching from their on-site instructional coaches in the areas of literacy and differentiation strategies.

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.

Institution Sponsors Only Second Tier Preparation

Standard 9: Assessment of Candidate Competence

Standard Met

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

During the site visit, an examination of fieldwork binders and FACT modules from candidates in the Madera Induction Program shows that participating teachers are acquiring the knowledge and skills to effectively support all students with academic standards. Candidate interviews reveal that teachers feel the inquiry-based learning and self-selected professional development prepare and provide them with strategies they, with their Support Providers' assistance, use in their classrooms to meet the needs of their students. Through the induction program requirements, candidates are required to document and demonstrate the growth of their teaching practices as they work with students in their classrooms. Examination of fieldwork binders, including induction plans and self-assessments against the Continuum of Teaching Practice, and FACT documents demonstrate comprehensive completion of program requirements. Participating teachers complete FACT tools, such as induction plans, lesson plans, and analysis of student work, to guide their practice, and they report that their support providers are highly effective and serve as the first layer of assessment as they guide

candidates through the formative assessment of teaching.

Fieldwork binder evidence and interviews and with support providers, site administrators, and program director reveal that fieldwork binders are reviewed by a team of readers who are calibrated and comprise a number of support providers to determine if the candidate meets the requirements of the program and the induction program standards. A review of documents and interviews also document that the program has recently instituted an exit interview with participating teachers that presents questions around Induction Standards 5 and 6, and an analysis of exit interview rubrics corroborate that these exit interviews assist in demonstrating competence with planning and presenting around state-adopted academic standards with an emphasis on designing learning experiences for a diverse student population. Interviews with candidates and Support Providers and an analysis of fieldwork binders show that candidates are informed whether their work is complete or incomplete. Decisions are communicated by the induction director to the candidate, and the information is also recorded on fieldwork binder rubrics. The program leader verifies that the records are maintained to record completion or non-completion. Interviews with administrators confirm candidate competency as a result of the support and professional development they have received, especially in the areas of collaboration, student work analysis, and reflection of teaching practices.

Program Report General Education (Multiple/Single Subject) Induction

Program Design

The MUSD Induction Program is overseen by the Director of Human Resources and Labor Relations, while the Program Director provides day-to-day leadership. The MUSD Induction Steering Committee is composed of the Program Director, School Site Principals, Director of Human Resources and Director of Business. Mentors are retired teachers and regular classroom teachers that work with several teachers in their assigned schools. A Credentials Analyst in the Human Resources Department and the Program Director determine candidate eligibility for program entry upon hiring.

Interviews with participating teachers indicated that in some districts, information regarding participating teacher eligibility was not readily available. It is recommended that communication between and among all consortium members regarding participating teacher eligibility be uniformly and systematically implemented to ensure equity of access.

Using *Formative Assessment for California Teachers (FACT)* as the formative assessment system, MUSD Induction supports participating teachers in developing the instructional expertise necessary to meet the unique needs of California's student population. FACT is a purposeful, logically sequenced structure of extended preparation and professional development. The FACT system is designed around standards (the CSTP, the Induction Program Standards, and the academic content standards), criteria (CSTP *Continuum of Teaching Practice*, Induction Program Standards Self-Assessment) and evidence of teaching

Practice (Inquiry, lesson plans, student work analysis, support provider observation and feedback, reflection).

Madera's Induction Program utilizes activities and benchmarks as part of the FACT System to encourage participating teachers to become reflective, questioning teachers who strive to improve their teaching practice and demonstrate induction work completion. To that end, each participating teacher has an Individual Induction Plan (IIP), which is based on an ongoing assessment of his/her development.

In order to facilitate the transition from teacher preparation to induction, the university community has worked with MUSD Induction regarding feedback from participating teachers and support providers to find trends from the responses and align university programs so that participating teachers are well prepared to enter into the profession from Teacher Preparation.

The MUSD program also participates in the Cluster 3 network of cluster meetings and trainings. Program Leadership attends state and regional meetings. Program Leadership is thereby informed of changing programmatic requirements and impacts on resources.

Course of Study

Participating teachers and support providers are matched within 30 days of the beginning of their teaching assignment. Late hires may be assigned a support provider given there is sufficient time to complete a meaningful first-year Induction experience.

Using criteria, co-sponsors of each respective District are responsible for support provider/beginning teacher assignments. Assignments are consistent with the support provider's specified roles and responsibilities, including, but not limited to the following: location, subject/grade level, similar interest/personality

As part of his/her induction work within the FACT system each participating teacher works with their support provider to develop, teach, and discuss lesson plans. Participating teachers use the *Continuum of Practice* to reflect upon and describe their practice in relation to the CSTPs and Induction Standards 5 (year 1) and 6 (year 2). Consequently, each participating teacher has a Fieldwork Binder that includes an Individual Induction Plan (IIP). The FACT system utilizes activities and benchmarks that encourage participating teachers to become reflective, questioning teachers.

Support providers monitor participating teachers' progress through the FACT system, providing feedback and guidance. Fieldwork Binders are reviewed on an on-going basis to ensure participating teachers will complete Induction processes and procedures within specified timelines. At the conclusion of Year 1, using the Induction Fieldwork Binder Review Rubric, MUSD support providers review and score participating teachers' Fieldwork Binders. At the conclusion of Year 2, using the Induction Fieldwork Binder Review Rubric and the Exit Interview Rubric, support providers and administrators review participating teachers' binders and conduct interviews to assess participating teachers' readiness for recommendation of the Clear Credential.

Assessment of Candidate Competence

Participating teachers are told about Induction requirements during an Orientation session. The candidate receives a FACT User's Guide and information regarding suggested timelines, specific activities and required training dates that will lead to the completion of requirements and procedures for requesting an extension of the induction timeline.

When completion requirements are identified, participating teachers receive an SB 2042 Induction Completion Record Summary and their Portability Document. The program issues a Verification of Completion Form 41-Induction to support their application for the professional clear credential.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with participating teachers, program completers, support providers, principals, and MUSD Human Resources personnel, the team determined that all Program Standards for MUSD's Induction Program are ***Met***.