

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

**Professional Services Division
April 2016**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Palmdale 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** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	6		
Clear Education Specialist 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: Palmdale School District
Dates of Visit: February 29 - March 2, 2016

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team concluded 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 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 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) Induction and Education Specialist Clear Induction programs. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The CTC team found that all six General Education (MS/SS) Induction Program Standards were **Met** and all seven Education Specialist Clear Induction Program Standards 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 coaches, 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 and Single Subject) Clear
- Education Specialist (Mild/Moderate; Moderate/Severe) Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Palmdale School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Palmdale 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 Lead:	Gail Pinnell Antioch Unified School District
Common Standards:	Gail Calhoun San Gabriel Unified School District
Program Sampling:	Barbara Wolf Panama Buena Vista School District
Staff to the Visit:	Gay Roby, CTC Consultant

Documents Reviewed

Administrator MOU	End-of-Year Data Spreadsheet
Alumni Report Survey	Exit Interview/Portfolio Review
Antelope Valley Collaborative Minutes	FACT Documents and Supports
Bargaining Unit Agreements	Induction Credits, Brandman University
Biennial Reports & Responses	Induction Feedback Form
Budgets and Expenditure Reports	Induction Meeting Schedule
Candidate Assignment List	Induction Program Overview
Cluster Meeting Sign in sheets	Leadership Minutes/TIPS Induction
Colloquium Project Requirements	Mid-Year and Final Portfolio Review
Colloquium Reflective Feedback	New Teacher Academy
CSTP Continuum Self-Assessment	Observation by Candidate Form
District Departmental Agendas	Organizational Chart
Ed Services Newsletters	Orientation & Workshop Agendas Program
Eligibility Advisement	Assessment Feedback

Self-Reflection Materials
 Seminar Calendars
 SpEd Student Services Minutes
 Steering Committee Minutes
 Support Provider Application
 Support Provider Interview Packet Support
 Provider Expectations
 Support Provider Logs

Support Provider Training Materials
 Surveys and Reports from surveys
 Time Logs
 TIPS Handbooks for various stakeholders
 Triad Meetings
 University Transition Document

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Candidates	16	8	24
Completers	9	5	14
Employers (Principals)	12	12	24
Institutional Administration	6	6	12
Program Coordinator	1	1	2
Professional Development Providers	9	9	18
Support Providers	8	8	16
Credential Analysts and Staff	0	2	2
Steering Committee	12	12	24
Leadership Team	5	5	10
IHE Partners	5	0	5
Program Support Staff (clerical)	2	2	4
TOTAL			155

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

Palmdale is a city in the center of northern Los Angeles County. The San Gabriel Mountains separate Palmdale from the city of Los Angeles by a distance of 63 miles between each city hall. The city of Palmdale was established as a village on April 20, 1886 by westward Lutheran travelers from the American Midwest, mostly of German and Swiss descent, and agriculture became the main industry.

Agriculture continued to be the foremost industry for Palmdale and its northern neighbor Lancaster until the outbreak of World War II. In 1933, the United States government established what is now known as Edwards Air Force Base and established an aerospace development and testing facility called United States Air Force Plant 42. After this point in time, the aerospace industry took over as the primary local source of employment, where it has remained ever since. Today the city is even referred to as the “Aerospace Capital of America.”

In 1962, Palmdale became the first community in the Antelope Valley to incorporate, becoming a charter city 47 years later. Over the last 25 years, this city has consistently been ranked in the top 25 fastest growing cities in the United States and remains the fastest growing city in Los Angeles County, helped by the completion of the Antelope Valley Freeway, or State Highway 14, in 1962. Demographically, according to the last US census in 2010, the racial makeup of Palmdale was 54.4% Hispanic or Latino, 24.5% White, 14.8% African American, 0.9% Native American, 4.3% Asian 0.2% Pacific Islander. During 2009–2013, Palmdale had a median household income of \$53,922, with 21.2% of the population living below the federal poverty line.

The Palmdale School District serves a major part of the city of Palmdale’s kindergarten through the 8th grade population with all high school level education provided by the Antelope Valley Union High School District. The district was first formed in 1888, two years after the initial Palmdale settlement and today serves approximately 28,000 students. The district consists of 29 schools, including one preschool, 15 elementary schools, five junior high schools, one technical school, one Spanish language school, one special education school, one alternative education school, and 2 specialty schools.

Education Unit

The Assistant Superintendent of Educational Services is the official program leader of Teacher Induction Program and Support (TIPS), but the Coordinator of Teacher Support oversees the day-to-day implementation of the program. The coordinator is a member of the Educational Services Division and regularly communicates program needs to the assistant superintendent through weekly meetings. A part-time clerical assistant and a full-release support provider recently hired with Educator Effectiveness funds support her in the program office. The program strives to maintain a 1:1 ratio of support provider to candidate and currently has 50 support providers for its 52 candidates. TIPS serves Palmdale employees as well as those employed in other locations.

Table 1

Program Review Status

Program Name	Number of Program Completers 2013-14	Number of program completers (2014-15)	Number of Candidates Admitted (2015-16)
General Education (MS/SS) Induction	17	15	45
Education Specialist Clear Induction	3	1	7

The Visit

The Palmdale School District's site visit took place on February 29th through March 2nd, 2016 at the district office in Palmdale, California. The site visit review team consisted of a team lead, a common standards review team member, a program sampling team member, and a state consultant. There were no unusual aspects to 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 requirements.

Findings

The Palmdale School District's (PSD) vision that "every student leaves ready for success in high school and beyond: college, career, and global world" is prevalent throughout the district and is focused on the implementation of state academic standards and curriculum frameworks. Recently, the superintendent led the PSD community in the development of a strategic plan that resulted in the "Palmdale Promise" which includes support for robust instructional programs, professional development, and the nurturing of a respectful and collaborative school culture. The Teacher Induction Program and Support (TIPS) strives to assist in fulfilling the district vision and implementing the "Palmdale Promise" by retaining high quality beginning teachers, and accomplished through a variety of training topics from the program and the district. Stakeholder groups confirmed that ongoing training is focused on developing an in-depth understanding of content standards and frameworks, and how to effectively incorporate them into classroom lessons that result in proficient learners.

Participating teachers reported that as they engage in district job-embedded professional learning that is supported by TIPS, they strive to realize the district's vision, geared to provide a safe, secure learning environment that promotes a rigorous curriculum and enables students to develop the necessary academic and technical skills that will allow them to leave ready for success in high school and beyond. Utilizing the Formative Assessment for California Teachers (FACT) system, participating teachers collect evidence for the California Standards for the Teaching Profession (CSTP) and Induction Program Standards 5 and 6 (and 7 for education specialist candidates), participate in focused professional growth activities, receive individualized one-on-one support from a trained support provider and engage in continuous reflection and discussion based on this evidence in order to make professional judgments about their teaching practice. Stakeholder interviews confirmed a strength of the program being the quality, knowledge and experience of the support providers (SP) and the program coordinator's ability to provide SP training and match participating teachers and support providers appropriately and effectively.

The TIPS Steering Committee includes members from two local institutions of higher education (California State University, Bakersfield, Antelope Valley campus and Brandman University), district directors of special education, English learners, and curriculum and instruction, support providers, a member of the TIPS leadership team, and the program coordinator. Committee members reported meeting at least two times each year to review program data and make recommendations for program improvements.

The Assistant Superintendent of Educational Services is the official program leader of TIPS. The Coordinator of Teacher Support oversees the program and regularly communicates program needs to the assistant superintendent in weekly meetings. Interviews with district administrators confirmed that current events, program updates, and target goals are regularly discussed in order to ensure that adequate resources are provided to satisfy program requirements.

The TIPS leadership team is comprised of veteran support providers whose experience reflects candidates’ needs. Interviews confirmed that general education and education specialist SPs are represented on the leadership team. District directors and coordinators, instructional coaches, Learning Support Teachers, veteran support providers, and special education program specialists verified that they collaborate routinely to identify and develop workshops, provide professional development on relevant topics, and assist the program coordinator in implementing the program.

The program coordinator oversees the credential recommendation process that begins with verification by the support provider that the participating teacher has successfully met each standard through demonstrated evidence. The program coordinator then verifies standards’ completion by meeting individually with each participating teacher at the end of each year. Participating teachers provided examples of how they use evidence from their portfolio to verify completion of program requirements and to demonstrate professional growth with the coordinator and a member of the TIPS leadership team in a final exit interview. This confirmation of program requirements completion results in a letter that is sent to the district credential analyst, who submits the recommendation for a clear credential.

Standard 2: Unit and Program Assessment and Evaluation Met

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

Findings

Interviews with program staff, advisory board members, site administrators, district leadership and program participants, as well as the review of documents confirm that the Palmdale School

District Teacher Induction Program and Support (TIPS) employs a comprehensive and robust assessment system for ongoing program evaluation and improvement. The design of the induction program is frequently adjusted and amended based upon the results of multiple measures, in order to better meet the needs of the candidates. Feedback is obtained from all stakeholders including unit leadership, candidates, support providers, site administrators, induction staff, program alumni, advisory board and leadership team members. Stakeholder interviews provided numerous examples to illustrate how data is utilized by all constituents and results in continuous program improvement. Most recently, teachers and district staff identified the need for professional development focusing on teaching students from poverty. The induction program responded by creating on-line modules based upon the work of Eric Jensen (*Teaching with Poverty in Mind*) and Ruby Payne (*Understanding a Culture of Poverty*) that provided effective strategies for all district teachers.

Palmdale SD unit leadership secures data from a variety of assessment tools, including monthly induction meetings/professional development evaluations, support provider logs, initial/mid-year surveys year-end surveys, and via the accreditation process, including the Biennial Report. Additionally, feedback is provided from candidates in December/January when they meet individually with the program coordinator for an oral interview to discuss their progress in the program and their relationship with their support provider. The program also contracts with an outside evaluation firm that compiles survey results into reports. These reports along with additional data that is compiled by the program coordinator are then analyzed by the TIPS Steering Committee. The purpose of the committee is to serve as the advisory board that utilizes the results to monitor and assess the effectiveness of the induction program and make recommendations for program improvement. The program coordinator regularly reviews data to identify specific trends and captures them in summary charts for action and further analyses by the TIPS Leadership Team. Interviewees from a variety of stakeholder groups provided numerous examples of positive changes that occurred in the program based upon the feedback that had been given.

Data on candidate progress and growth over time is assessed from examining candidate evidence, which is collected and documented using the Formative Assessment for California Teachers (FACT) system. Mid-year portfolio checks and mid-year interviews help guide the candidate toward program completion and inform the leadership team about program effectiveness. Rubrics are used to chart candidate progress with each FACT module. Formal portfolio reviews occur at the end of each year. During a year-end interview, candidates share their portfolio and answer a series of questions that align with the California Standards for the Teaching Profession (CSTP) and Induction Program Standards 5 and 6 (and 7 for Education Specialist candidates). This activity is a final exit interview for second year candidates during which time the portfolio is thoroughly examined by the TIPS leadership team to ensure that candidates have addressed each standard and have provided sufficient evidence of completion. Additionally, second year candidates complete a final self-assessment regarding their current competency level in the CSTP as measured by a tool that was designed for self-

reflection, goal-setting, inquiry into teaching practice, and to assess growth over time, entitled the Continuum of Teaching Practice (CTP). Subsequent to candidate completion, an alumni survey is administered to assess the impact of induction on the teacher’s current instructional practices and to solicit suggestions for program improvement. The results of each of these activities are analyzed by the TIPS leadership team to establish areas of growth and areas for improvement in subsequent years.

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 resource needs.

Findings

The Palmdale SD appropriates funding from unrestricted general funds and the Local Control Accountability Plan (LCAP) to ensure adequate support for district teachers participating in induction. Program participants who are not employed by Palmdale SD are assessed a fee. Palmdale SD provides a program coordinator to manage the program, and a part-time clerk as support staff. Recently a full-time district coach was added. In addition, the program utilizes the services of district instructional coaches, and an account clerk within the Human Resources Department. Induction professional development seminars are conducted in district-provided facilities that include rooms that comfortably accommodate teachers and afford the space for engagement in professional learning and collaboration with peers and mentors.

Review of documentation and interviews of stakeholders verified that resources are furnished for operation of the TIPS general education and education specialist induction programs. However, interviews highlighted the need for additional ongoing clerical support as program needs exceed hours available from the part-time clerk. A strength of the program and resources provided is evidenced in a nearly 1:1 SP/candidate ratio.

The program coordinator is a member of the educational services division and collaborates regularly with other district coordinators and department staff to design professional learning opportunities that meet the needs of program participants. All stakeholder groups confirmed that the program coordinator is to be commended for the culture of caring, support, professional development and commitment to educator excellence that has been established and maintained by the program and district. Interviews revealed several instances in which a newly hired teacher was identified as a possible “non-re-elect” and through participation and completion of the

induction program grew into a “stellar” teacher, teacher leader and in some cases became the district’s Teacher of the Year.

Program needs are determined by the induction steering committee based upon the regular analysis of data. The program coordinator then works closely with the Fiscal Services Department to identify program needs and to ensure that adequate funding is provided. A process is in place by which the program coordinator meets annually to review the current year’s budget and make projections for the upcoming year and the budget is adjusted accordingly. District administrators confirmed that the program coordinator provides input at district cabinet when invited and meets regularly with individual district cabinet members to discuss program requirements, outcomes, and ways to align initiatives and utilize resources effectively. Recently, data revealed a need to support the growth of teachers in the use of technology resources, which resulted in TIPS transitioning to Google tools such as Google Classroom for teachers to access FACT documents and provides participating teachers and support providers access to induction documents.

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

Palmdale School District’s Teacher Induction Program and Support (TIPS) hires qualified persons to provide professional development courses and to supervise participating teachers in field-based and clinical experiences in each credential program. The program utilizes three categories of qualified persons to provide mentoring, professional development, and program leadership to support participating teachers in earning their clear credentials. These instructional personnel 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. The unit vision for the assignment and staffing of program leadership, professional development providers, and support providers and their associated professional development is clearly articulated in the TIPS handbooks. Multiple stakeholder groups confirm the regular execution of

these stated handbook practices. Additionally, instructional coaches have been hired to supplement support to participating teachers. Steering committee members indicate that fiscal support for such hiring is included in the LCAP and that steering committee members who are also on the LCAP committee represent TIPS needs and priorities.

TIPS has an established set of criteria when selecting and recruiting support providers to serve candidates. Numerous interview groups confirmed that the criteria is used each time support providers are hired, with site administrators indicating that their input on selection was valued and followed, ensuring strong mentors, not just any volunteers.

Professional development and support providers are trained, among other areas, in the Induction standards, California Standards for the Teaching Profession (CSTP) that address universal access and cultural diversity for all students, and the use of Learning Focused Conversations. In particular, support providers and candidates referred to recent technology training and the impact it has had on improving teachers' ability to communicate with target population families and also the high impact of a recent presentation on how to meet the needs of foster and homeless youth.

Program goals and interview data indicate that personnel have current professional knowledge of both state frameworks and local context. The 2015 biennial report suggests that the consistent maintenance of this high standard has been challenging in recent lean budget years, however, support providers and candidates consistently report extensive examples of the high caliber and current knowledge of the instructional personnel. Candidates and support providers alike articulate how the program's training on the links between data-driven differentiation, high quality professional development, and measurable student outcomes are important to their classroom instruction.

TIPS candidates and support personnel collaborate in several routine manners. During scheduled meetings, support providers are given opportunities to collaborate, network, and share ideas and strategies based on the FACT modules, CSTP, academic content standards and induction standards. Since many support providers are also members of the district's instructional coaching and curriculum teams, they further benefit from mentoring training and best instructional practices and coaching during their monthly and curriculum team meetings. In addition, the coordinator of teacher support is a member of the Antelope Valley Collaborative on Teacher Development. This collaborative includes local district teacher educator preparation leaders, Antelope Valley Special Education Local Planning Area (AV SELPA), faculty from institutions of higher education, and their support staff. The leadership team, steering committee, and site administrators noted the data analysis opportunities these multiple layers of collaboration generate, both in terms of on-going program improvement and validation.

The Coordinator of Teacher Support is a member of the Palmdale School District's Educational Services Division. The department meets regularly to collaborate on district programs and resources, including teacher progress and involvement in the induction program. Support

Providers are consistently prepared through recurring professional development activities at the beginning and throughout the year. Beyond training in the FACT modules, Support Providers participate in mentoring training and use the workbook *Learning Focused Supervision* (Lipton and Wellman, 2013) to guide their coaching practices. Additional resources are provided for support providers in Google Classroom. Multiple stakeholder groups from the cabinet to the support providers speak knowledgeably about the role of professional development in the fulfillment of the Palmdale Promise, the district's multi-year strategic plan. The Palmdale Promise focuses effort, district-wide on achieving student success. The program coordinator, steering committee, professional development providers, and candidates report that district professional development is regularly prioritized for TIPS faculty as well as for TIPS participating teachers. Faculty and site administrators commented on the energizing and engaging impact of professional development for seasoned veterans who provide support and the direct translation of that energy to measurable student outcomes.

TIPS uses multiple measures to guide the assessment of support providers and communicates feedback data from the program coordinator and formal feedback forms are analyzed by the leadership team and drive program modifications, including resolving issues of support provider mismatch and reassignment when other options are exhausted by the program coordinator or when requested specifically. Steering committee members, site administrators, and support providers clearly articulated that there is an active policy for releasing support providers who do not meet TIPS expectations.

Standard 5: Admission

Met

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

Findings

The unit vision for admission criteria and procedures is outlined in the TIPS handbooks and is linked to the Palmdale Promise; the district's strategic plan. Interviews with the district's credential analysts and program coordinator confirm that both the criteria and procedures are followed throughout the hiring process. All criteria and procedures align with Commission goals and priorities.

In an effort to attract teacher candidates from diverse settings, the Palmdale School District advertises its teacher vacancies through EdJoin.com, and the district website. The personnel staff also participates in extensive recruitment through direct mail campaigns by sending job posting brochures to newspapers, universities, and school district offices throughout Southern California and participating in job fairs throughout the western United States. Candidates from the pre-service pool may also be tapped for employment, including those who participate in student teaching, and a small number of carefully selected, exemplary substitute teachers, and instructional aides working in the district. For example, the program coordinator and her team work collaboratively and attend job fairs regularly to recruit a diverse cross section of high-quality candidates and to promote the TIPS program. Additionally, district administration reported that the human resources department and the TIPS program coordinator held a joint meeting to encourage and inform experienced classified staff of the multiple routes they could pursue to a preliminary teaching credential.

The Palmdale School District determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including California's diverse populations, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness by requiring a set of minimum qualifications that include an appropriate education background and competencies as well as personal qualifications of physical and mental health. District credential analysts confirmed that these procedures are followed throughout each application process.

The eligibility advisement form, general education and special education orientation agendas, use of transition documents, and multiple orientation offerings ensure that candidates are appropriately placed and served. An early completion option is also offered and thoroughly described in the candidate handbooks. Candidates and completers report having had individual advisement sessions with the program coordinator in regard to their specific early completion option scenarios. The biennial reports provide evidence that a very small percentage of candidates do not meet program expectations and are unable to complete.

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 TIPS program has a multi-tiered system of candidate advisement in place that is clearly understood by central stakeholder groups. The program coordinator liaises with human resources staff to assure proper placement of newly hired teachers and to recruit and retain highly qualified support personnel to provide candidate professional development and support. Experts within the district and from outside are tapped to assist, support and train. The leadership and steering committees assist in data-driven decision making to determine and differentiate candidate needs in collaboration with the Coordinator of Teacher Support. The steering and leadership committees describe the program as ever-evolving due to the continuing process of data based modifications and improvements.

The Coordinator of Teacher Support consistently assesses candidate progress and performance in a variety of ways including: documents from triad meetings, classroom observations, professional development and meeting feedback forms, and the analysis of feedback from instructional coaches. Check sheets and monthly meetings help support providers track progress and the program coordinator communicates directly with candidates, in person, and through technology to share resources, provide assistance, and monitor progress. Support providers provide weekly support and guidance. Candidates indicate that they are very well matched and feel highly supported in accomplishing program requirements.

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

Candidates use the Formative Assessment for California Teachers (FACT) system as a guide as they plan sequential classroom-based experiences to further develop and build on pre-service knowledge and skills through individual mentoring and job-embedded professional development regarding classroom instructional practices. Multiple stakeholders groups spoke positively about the purpose of formative assessment and the resultant student achievement benefits in the classroom, especially through FACT's Module C, Inquiry into Teaching and Learning. Also mentioned multiple times, by many groups are the positive outcomes of module A and B activities. Specifically, in module A the imperative of knowing your class profile in order to effectively differentiate was discussed several times. The high value of the support providers' B observation data and associated reflection opportunities connected to a candidate's CSTP focused learning goals was also mentioned in multiple groups.

The Coordinator of Teacher Support collaborates with staff in the Education and Student Service Divisions to identify highly qualified recruits to serve as support providers. Criteria for selection include communication skills, teaching strategies, interpersonal skills, commitment to new teachers and knowledge of current education standards and curriculum. Site administrators are also actively involved in the selection and recruitment of support providers. They report that quality is the only option and that support providers who are unable to rise to the level of expected rigor will not be invited back to serve again in the following year. They also note a district-wide trend in reinvigorated and engaged pedagogical behavior and research practice when veteran teachers become support providers.

The program ensures that participating teachers understand and address issues of diversity that affect school climate, teaching and learning. Induction, district and site professional development presentations include strategies for addressing the needs of diverse student populations (English Learners, special populations, gifted and talented, 504 plans, etc.), address diversity issues to meet the needs of the community, are research-based, and based on the California Standards for the Teaching Profession (CSTP) and academic content standards. Candidates document their growth on the FACT documents.

District support of new teachers is evident in Palmdale SD's approach to district-provided professional development. Candidates, support providers, completers, professional development providers and site administrators report that TIPS participants are regularly given priority at district sponsored professional development targeted to address special populations and EL students. Specific examples included training to work with homeless youth, ELD training, and using Google classroom. All stakeholders stressed that data analysis that is a component of planning and implementing professional development in TIPS. The program coordinator collects feedback forms after all monthly district TIPS professional development. The leadership and steering committees collaborate with the program coordinator to review all data associated with TIPS candidates. The leadership team continues to meet during the summer to further analyze,

interpret trends, plan for targeted professional development needs, retain the necessary support personnel, and calendar the coming TIPS program year.

Standard 8: District-Employed Supervisors

This standard is not applicable to institutions sponsoring only 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 Palmdale Induction Program and Support (TIPS) works with candidates to guide them in demonstrating professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. TIPS provides the necessary opportunities for each candidate to complete all California Clear Credential requirements by stipulating a clearly specified process for verifying completion requirements before make professional credential recommendations. Candidates, support providers, and the TIPS Coordinator confirmed that competency requirements are clearly listed and explained in the TIPS handbooks for general education and education specialist candidates.

The Formative Assessment for California Teachers (FACT) system is used as both a resource and a tool to guide and assess the candidate’s teaching practice. During this process, support providers conduct formal observations and document evidence on how and to what degree the candidate has addressed designated California Standards for the Teaching Profession. Prior to the observation, candidates create an Individual Induction Plan (IIP) that is used to track the manner in which the candidate addresses the CSTP and student growth through the action research and inquiry processes. Support providers reported that the IIP drives the competency level of the candidate’s practice. In addition, several candidates reported that the IIP helped them identify useful resources and use that research to improve their practice. Additionally it was shared that the IIP helps teachers to learn how to be more effective and provides student data to show how teaching impacts learning.

Candidates are also assessed on their action research activities accomplished through the IIP. Furthermore, they are evaluated on evidence submitted as a result of their participating in professional development aimed towards developing their pedagogical competence (Standard 5) and teaching practices that demonstrate universal access to English learners and special populations (Standard 6). Leadership team members stated that they work with the TIPS coordinator to review and assess each participating teacher’s IIP. Training and calibration activities are also provided to assist support providers in understanding and using the IIP rubric.

At the end of each year, candidates meet with program leadership to share the evidence they have gathered in their portfolios that demonstrate growth as a professional educator. During this oral interview, first year candidates reflect on their experience and identify areas for future growth. The oral interview serves as an exit interview for second year candidates. Questions from the oral interview are developed from the California Standards for the Teaching Profession and Induction Standards. Education Specialist interviews include questions specific to special education. Support providers and the TIPS coordinator commented on the quality of the candidates' presentations at the end-of-the-year interviews. In addition, the TIPS coordinator indicated that she was impressed with the pride and enthusiasm the candidates demonstrated when presenting their key learnings. The BTSA Leadership Team (BLT) and TIPS Coordinator also reported that participation in individual interviews clearly provide program leadership with evidence of candidate competency.

At the end of each induction year, candidates complete a formal presentation on their key learnings during the inquiry process to an audience of support providers, site administrators, and colleagues. Candidates indicated that the colloquium provided an opportunity for them to share what they had learned during the IIP process. In addition, site administrators commented on the high quality of the presentations and that the presentations highlighted how much the candidates had learned through this process.

General Education Induction Education Specialist Clear Induction

Program Design

Palmdale School District's Teacher Induction Program and Support (TIPS) is designed to both assist and support candidates in their growth as members of the teaching profession and lead to a recommendation for the California clear teaching credential. The program design advances the application of candidates' skills and knowledge in relation to standards, frameworks, and classroom practice expertise. With the purpose of the program to recruit and retain high quality teachers, increased retention is accomplished by utilizing a structured formative assessment system, individualized support with trained support providers, and ongoing professional development that builds on the skills and knowledge developed in teacher preparation programs. As the superintendent said "we are here for the students" which is reflected in the program's goal of serving the students of Palmdale SD by meeting individual student needs and increasing student achievement in academic content standards.

The Palmdale School District, as the sponsor of TIPS, has established an administrative structure that features clear direction and monitoring of the program. The coordinator of teacher support oversees and manages the day-to-day events of the program. She is an integral member of the educational services team and collaborates continuously with its members about curriculum, instruction, assessment, and training needs for new teachers. Stakeholder interviews

unanimously indicated that the program coordinator is vital component of the program. Her leadership has had a major impact on the success of the program. The coordinator has established a BTSA Leadership Team to help guide and evaluate program activities, including professional development, the colloquium, FACT, and support provider training. The program coordinator reported that the Leadership Team plays an important role in helping her manage the program and make program decisions. Serving on the team are experienced support providers from Palmdale's grade spans and special education.

The larger Steering Committee provides oversight and advisement for the program. In addition to the TIPS Coordinator, the team includes administrative representatives from human resources, educational services, special education student services, English learners, site administration, support providers, representatives from Institutes of Higher Education, and Palmdale's Special Education Local Plan Area (SELPA). Steering Committee members reported that the program coordinator effectively collects data from all stakeholders that they analyze and use to make program recommendations. Members also stated that this data provides evidence of the effectiveness of the program. Examples of program changes made as a direct result of the work of this committee was cited during interviews.

Triad Meetings with site administrators help ensure the program is coordinated at the site level. These meetings are designed to ensure that the principal is aware of the induction program requirements, the inquiry focus and professional development activities in which the candidate will participate, and to help initiate a collaborative approach in fostering site-level support for the candidate. Triad Meetings are also used as an opportunity for candidates to ask questions of their principal that would help them in their inquiry process. Site administrators and program candidates confirmed that the Triad Meetings were valuable. Site administrators stated that it provided an opportunity for them to share school site goals and expectations with the program candidate and offer suggestions on resources that the candidate might use in their inquiry. Program candidates indicated that the Triad Meetings help them become more aware of school site goals and expectations.

Palmdale SD TIPS has established cooperative professional partnerships with the teacher preparation programs of local institutes of Higher Education. Since the Antelope Valley is isolated from both the Los Angeles County Office of Education and Inland Empire regional teacher induction structure, the five local teacher induction programs, local universities and SELPA programs meet regularly to collaborate and share resources. Representatives from the Antelope Valley teacher induction programs, IHE faculty from multiple subject, single subject and special education preparation programs, Paraprofessional Teacher Training Program, and Intern programs attend these ongoing meetings. Here the partners share information on pre-service and preliminary credentialing, professional development and credential requirement information. Additionally, the district's Coordinator of Teacher Support routinely presents information on induction to groups of student teachers and interns at their home campuses.

Local IHE partners verified how this collaboration with the induction program has helped them gain more insight into preparing new teachers to meet district expectations.

Palmdale School District's charter schools have Memorandums of Understanding (MOU) with the induction program to provide services to their eligible candidates. The MOU outlines the responsibilities for both the charter school and the induction program. The induction coordinator meets individually with the candidate, to complete the Eligibility and Advisement Document, and assign the new candidate a support provider. Professional development and program monitoring is then provided to the charter school candidate as a member of the induction program. Candidates from Palmdale School District's charter school indicated that they have a clear understanding of program requirements and their responsibilities.

Palmdale School District's Clear Education Specialist Induction Program was approved and implemented in the 2013-2014 school year. Currently the program is serving teachers with mild/moderate and moderate/severe credentials. The Education Specialist program uses an adaptation of the Formative Assessment System for California Teachers (FACT) to conduct its formative assessment process, measuring classroom practice according to the *California Standards for the Teaching Profession* and implementing program standards requirements. As with general education participating teachers, the full time coordinator from the central office manages the day-to-day administrative responsibilities of the Clear Education Specialist Induction Program and liaises with members of the Student Services, Education Services and Human Resources division to advance its progress and growth. The Director of Special Services stated that she frequently collaborates with the TIPS program director regarding the specific needs of the education specialist candidates. She also stated that monthly meetings are scheduled with the new special education candidates to provide additional special education support.

Support providers (SP) and professional development providers who provide individual and group professional learning play a critical role in program implementation. The TIPS program strives to maintain a 1:1 ratio of support provider to candidate, employing 49 classroom-based and one full-release support providers. Nine professional development providers have been selected from Palmdale SD district office personnel and provide professional development on a monthly basis. The program utilizes a selection process based on the assigned responsibilities of each within the Induction Program and the skills necessary to carry out those responsibilities. Site administrators and the TIPS Coordinator confirmed the district's belief in the importance of selecting qualified individuals to serve as support providers and professional development providers.

Course of Study

The Palmdale School District’s Teacher Induction Program and Support (TIPS) assess the performance of each candidate using the Formative Assessment for California Teachers (FACT) assessment system. FACT is a two-year program in which candidates have the opportunity to learn and grow professionally while they work with a trained support provider. This formative assessment system consists of modules that blend teaching knowledge with performance through a “plan, teach, reflect, apply” process. Through the collection of evidence and ongoing self-assessment, each module is designed to focus on the California Standards for the Teaching Profession and the induction program standards while incorporating the K-12 California academic content standards for students. As a result of the FACT system, candidates gather information about their instructional environment, identify areas of focus and strength, conduct an inquiry on an education topic, and reflect on the findings with the goal to make advancements across the pathway of the Learning-to-Teach Continuum. Candidates and support providers both reported that the FACT process was very helpful in focusing on the candidate’s teaching practice, identifying areas for future growth, and looking at ways to improve teaching practice and increase student learning.

An essential component of FACT is the reflection of practice that takes place between the candidate and the support provider for the purpose of improving as a professional educator. Candidates reported that they felt that the support provider’s guidance and support was very valuable during this process.

Support providers are provided release time to observe candidates and guide them as they engage in reflective conversations to examine the effectiveness of their teaching. Candidates are also given the opportunity to visit and observe their support provider and other classroom teachers with exemplary pedagogical skills, classroom, management and the use of differentiation strategies. Evidence of the candidate’s growth and skill enhancement is recorded on the Continuum of Teaching Practice (CTP). In addition, newly acquired knowledge from seminars and individually chosen professional development activities helps to advance classroom practice. Support providers and candidates both reported that support provider observations of the candidate and opportunities for the candidate to visit and observe the support provider and other veteran teachers were very beneficial and impactful on the candidate’s professional growth.

The Continuum of Teaching Practice (CTP) assesses the candidate’s teaching performance level and provides documentation of a candidate’s growth. The CTP is aligned with the California Standards for the Teaching Profession and the Induction Standards 5 (Pedagogy) and 6 (Universal Access: Equity for All Students). This tool allows the candidate’s self-assessment on the California Standards for the Teaching Profession and the Induction Standards to be done simultaneously, reinforcing the interconnectedness of the two. The support provider guides the candidate through the assessment and helps the candidate identify and list various pieces of evidence from their practice as it relates to the strand of the California Standards of the Teaching Practice being

evaluated. The assessment is ongoing, with evidence being added as the candidate completes the FACT modules and gathers evidence from their practice. Dates are included to show growth over time. It is updated periodically throughout the Inquiry process, and then again prior to the colloquium. Over the two-year induction program, all elements in the CSTP are addressed. Candidates indicated that the CTP helped them to see the growth they were making toward improving their teaching practice. Support providers and candidates both reported that the CTP was very beneficial and it provided opportunities to discuss and identify what the candidate would need to work on in order to move over into the next performance level.

Education Specialist candidates meet with the Director of Student Services (special education) and the induction coordinator for advice and assistance as they begin their induction experience. The education Specialist candidate and director review the transition document developed during the university preparation program and collaborate on potential areas for the candidate's Individual Induction Plan (IIP). In addition, the director identifies professional development opportunities that support each area of the IIP. Working with a trained support provider, the education specialist candidate further develops the IIP through action research and completes related professional development workshops within the areas of their authorizations. They choose from a menu of options to satisfy the professional learning needs, while collaborating with a trained support provider for mentorship and assistance with program requirements. The Director of Student Services stated that she meets regularly with the Antelope Valley SELPA and is able to make recommendations to the program coordinator regarding the types of professional development offered. She also reported that she collaborates frequently with the TIPS coordinator and the special education coaches to consider the professional development seminars and trainings that would best meet the needs of the education specialist candidates.

Candidate Competence

The TIPS program provides numerous opportunities for candidates to complete all credentialing requirements, employing a verification process before making professional credential recommendations. Candidates, support providers, and the TIPS coordinator confirmed that competency requirements are clearly listed and explained in the TIPS handbooks for general education and education specialist candidates.

During induction, candidates create a portfolio that documents their progress in meeting program and credential standards. Support providers may assist candidates in the selection of significant work for the candidate's portfolio that illustrates the candidate's growth over the last year. Selection of evidence includes artifacts that reflect the depth of knowledge and skills attained during the induction program and prove the candidate is eligible for a professional clear credential as measured by growth in the California Standards for the Teaching Profession and induction standards. Support Providers confirmed that they are responsible for the progress monitoring and verification of their candidate's completion of FACT activities.

At the end of each year, candidates meet with program leadership to share the evidence they have gathered in their portfolios that demonstrate growth as a professional educator. During this oral interview, first year candidates reflect on their experience and identify areas for future growth. The oral interview serves as an exit interview for second year candidates. Questions from the oral interview are designed from the California Standards for the Teaching Profession and induction standards. Candidates, support providers, and the TIPS coordinator indicated that the end-of-year interviews provide strong evidence of participating teachers' growth. Education Specialist interviews include questions specific to special education. These interviews confirm candidate competency.

An Exit Interview rubric is used to determine areas of strength and areas for growth. Leadership Team members and the program coordinator reported that several candidates are now utilizing PowerPoint presentations, videos, and electronic portfolios for the exit interview. During the interview, the review team notes evidence on the rubric. If a candidate is unable to provide sufficient evidence, the candidate is given an opportunity to provide additional evidence for a make-up review.

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 **Met** for the General Education Induction and Education Specialist Clear Induction programs.