

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

Professional Services Division

June 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Central 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** 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: Central Unified School District

Dates of Visit: May 4-6, 2015

**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 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 All Common Standards, with the exception of Common Standard 8 which does not apply to the institution, were found by the team to be **Met**.

Program Standards All Program Standards were found by the team to be **Met**.

Overall Recommendation

Due to the fact that all Common and Program Standards were Met, the team recommends that the accreditation decision for the Central Unified School District is **Accreditation**.

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

Advanced Credentials

Multiple and Single Subject Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Central Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Central Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	Gail Pinnell Antioch Unified School District
Common Standards Cluster:	Christine Blum Los Angeles County Office of Education
	Marta Baker Escondido Union School District
Advanced Programs Cluster:	Steven Sinclair Santa Cruz County Office of Education
Staff to the Visit	Teri Clark

Documents Reviewed

Common Standards Report	FACT Documentation
Candidate Portfolios and Files	District Organizational Chart
Survey Results	Unit Leadership Meeting Agendas
Needs Analysis Results	Advisory Committee Meeting Agendas
Program Assessment Feedback	Monthly SP Activity Reports
Biennial Report Feedback	Induction Portfolio Feedback Forms
Advisement Documents	Induction Portfolio Pacing Guide
Induction Program Rationale, Goals	Friday Reports to Board of Trustees
Induction Guidelines	Exit Interview Questionnaires/Rubric
Early Completion Option Information	Human Resources Documents
Program Extension Information	Memorandums of Understanding
Professional Development Offerings	Job Descriptions

Interviews

	Common Standards	Program Sampling	Total
Candidates	39	12	51
Completers	5	4	9
Support providers	13	13	26
Professional development providers	2	1	3
Site administrators	8	7	15
Advisory Board Members	9	-	9
Institutional Administrators	2	-	2
Program Leadership	3	2	5
Credential Coordinator	1	1	2
TOTAL			122

	Completers 2013-14	Candidates 2014-15
General Education (MS/SS) Induction	26	51

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.

The Central Unified School District (CUSD) Induction Program is based upon the results of extensive research on effective, meaningful new teacher induction programs and the principles of adult learning theory. The program focuses on utilizing the *California Standards for the Teaching Profession* (CSTPs) and *Induction Program Standards* which are aligned with the Central Unified District's Guiding Principles and directly affects student learning and proficiency in the Common Core State Standards, Next Generation Science Standards, state academic

content standards and English learner standards. Stakeholders confirmed that the program vision is systematized and articulated throughout the district and is aligned with district efforts to ensure that every staff member is focused upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision making, and continuous improvement for increased student learning.

The program promotes the concept that effective induction includes regular coaching within the educator's context by a carefully selected and trained mentor; personalized learning that is integrated with school and district goals, and competency indicators that support a recommendation for the clear teaching credential. Stakeholders reported that the program vision is regularly revisited and provides direction for the organization, coordination, and governance of the induction program.

Trimester unit meetings occur that include district-level administrators representing the Educational Services Department, Professional Development Department, Human Resources Department and Fiscal Services. The induction program director facilitates these meetings which provide the venue for district-level administrators to align resources and professional development opportunities. District-level administrators confirmed that these meetings assisted in aligning the implementation of Professional Learning Cohorts (PLCs), district collaboratives and professional development that blended and complimented the participating teacher (PT) experience. Induction advisory meetings are held quarterly and include site administrators, support providers (SPs), instructional coaches, PTs, and representatives from universities. Stakeholders from these groups reported that they are actively involved in providing feedback that directly affects the organization, coordination, and governance of the induction program. Site administrators stated that the program director provides annual one-on-one, in-depth meetings with each administrator to receive their input and suggestions which have resulted in effective SP/PT matches and in positive program modifications. Site administrators shared specific examples including improved communication, an elimination in redundant requirements, and added benefits which included the growth of veteran teachers who were paired with participating teachers. Additionally, the program director reported being an active participant on the Curriculum and Instruction Academic Council (CIAC), providing regular communications to School Board members, collaborating regularly with PTs and SPs, and facilitating Formative Assessment for California Teachers (FACT) training and networking meetings. This was confirmed by district leadership, site administrators, SPs and PTs who also reported that the program communicates effectively and that stakeholder feedback has resulted in changes in the organization of the program. For example, participating teachers are now required to complete a unit of study that is collaboratively designed by their site PLC and is accepted as the lesson series in Module C of their FACT portfolio.

CUSD leadership authorizes the program director to oversee and manage the entire scope of the Induction Program, including personnel and resources, and the direction, design and

implementation of the program. The roles and responsibilities of the program director are specified in a Memorandum of Understanding (MOU) and job description. The organizational structure of the district shows, and interviews confirmed that that the program director has the appropriate institutional support needed to create effective strategies to achieve the needs of the program. The leadership team that is comprised of the program director, instructional coaches and SPs, works to involve stakeholders in a shared decision making process, assuring that the outcomes of decisions are communicated to the varied stakeholders within the institution. Interviews confirmed that results of stakeholder feedback are disclosed regularly along with program changes resulting from the feedback.

The CUSD Induction Program has a purposeful process for verifying completion of the professional teacher induction program and recommending for the professional credential only those teachers who have met all requirements. The Certificated Coordinator meets with each program completer and provides assistance by applying for the candidate’s clear credential. The Certificated Coordinator confirmed that with the assistance of the program director, the process in place ensures that candidates recommended for a credential have met all requirements.

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.

Interviews with program staff, advisory committee members, site administrators, district leadership and program participants, as well as the review of documents confirm that the CUSD Induction Program has an assessment system for ongoing program evaluation and improvement. The design of the Induction program is frequently adjusted based on data analysis and amended to align with state and district standards in order to better meet the needs of the PTs. Formal and informal surveys, questionnaires, and feedback are obtained from all stakeholders (unit leadership, PTs, SPs, site administrators, Induction Staff, Advisory Committee, leadership team, BTSA alumni, etc.). These data points from all stakeholder groups are integral assessment instruments and provide ongoing formative and summative feedback on program improvement and evaluation. The information is studied and assessed for alignment to the *Induction Program Standards* by the CUSD Leadership Team. Based on the findings, adjustments and improvements to the program are made in order to enhance the effectiveness, quality, and structure of the CUSD Induction Program. Data gathered during the interview process from the various stakeholder groups confirmed that program leadership has

made a concerted effort to align Induction goals and district goals for a comprehensive program that is responsive to the needs of the PTs.

CUSD collects data from the following internal sources: PTs (Year 1 and Year 2), program completers, SPs, district and site administrators, advisory committee members, leadership team members, and program staff. The program evaluation process includes a variety of assessment tools, such as a Professional Development Needs Assessment at the beginning of the school year, In-Take Forms, Mid-Year Surveys completed annually in January, End of Year Surveys completed each spring, exit interview questionnaire and Interviews, BTSA Alumni Surveys, informal and formal Program Reviews, evaluations from each BTSA-sponsored professional development event, SP Activity Reports, Continuum of Mentoring Practice, Continuum of Teaching Practice, meetings, phone calls, letters, memos, and e-mails. The data collected from these sources at various times throughout the year is analyzed for program and candidate competence in meeting the Induction requirements. Additionally, the data is shared with stakeholder groups throughout the year at regularly scheduled meetings, and based on analysis and discussion around the data, feedback is given to the Program Leadership. Modifications are then made to continually improve the quality of the program offered to the Induction participants.

The CUSD assessment tools are intended to systematically produce feedback from all stakeholders to improve the program and to examine PT competence. The program director, in collaboration with the program's leadership team, reviews and analyzes data, and summarizes suggested changes that may be needed. If immediate changes are necessary, the program director is able to implement the change since all program decisions are made in collaboration with the programs unit leadership, Advisory Committee, and leadership team based on evidence gathered from multiple stakeholder groups. For example, stakeholders reported that Colloquium was burdensome and took place during a stressful time of year; therefore it was eliminated and replaced by an exit interview that produced better results with less stress. A hands-on approach by the program director for resolving issues and making program adjustments was evident in interview responses with Year 1 and Year 2 PTs, SPs, as well as principals. This on-going, systematic and logical examination of evaluating all facets of the program ensures consistent, high quality program delivery to meet the needs of all participants.

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.

CUSD is the LEA and the sole partner for the Central Unified School District’s Induction Program. District leadership has given the program director the power to oversee and supervise the program. In order to prepare candidates to meet state-adopted educator preparation standards, the program director collaborates with the leadership team, Advisory Committee, other district and school site staff, Central Unified Teachers’ Association (CUTA), and Board of Trustee members, to ensure that program decisions and actions are made in the best interests of the program participants. CUSD exhibits its commitment to the Induction Program by allotting financial resources, providing training facilities, office space, personnel and additional district resources to support the Induction program. The district provides support to the director in all areas including a part time secretary to manage the induction database and SP Activity Reports, a Certificated Coordinator to assist with induction admission and credentialing, and a Director of Fiscal Services to assist with oversight of the budget to ensure fiscal responsibility. All stakeholders are invested in ensuring that the induction program is aligned with the district goals and vision to guarantee that there is cohesiveness and coherence throughout the Induction program and candidates are fully prepared to effectively meet the needs of the full range of learners.

Authorized by unit leadership, the program director develops and monitors the Induction budget in collaboration with the Director of Fiscal Services to monitor and adjust the Induction Program budget as the district and state budget dictates. A candidate’s eligibility for admission into the CUSD Induction program is determined in partnership with Induction Staff and the Certificated Coordinator. The Human Resources Unit’s Certificated Coordinator is responsible for informing candidates of their eligibility for induction program admission. Candidates are advised at the New Teacher Orientation, informed of the induction requirements, assigned an SP and given a flash drive with all the required induction documents to be completed. This flash drives serves as an electronic portfolio and as a means to capture evidence to share with the SP and program director. Candidates meet with their SP at least once a week on average for one hour. Candidates participate in Professional Learning Communities (PLC) both for Induction and as a district requirement for all teachers. During these PLCs teachers receive feedback from colleagues on effective teaching practices, share ideas, clarify and discuss effective strategies to meet the needs of the diverse student population. Principals are involved in the PLC discussions. Principals confirmed that there is an open dialog established with the program director to ensure PT’s needs are being met and on track with program

requirements. They reported receiving copies of reports on an ongoing basis in order to inform them of candidate progress.

District stakeholders including the program director make certain that there are sufficient information resources for the program and candidates. Additionally, the district provides regular professional development in the area of technology and digital resources. Participants reported that they receive regular electronic communications, have been provided tablets for every student that assists them in meeting inquiries around 21st Century skills and that support has been provided that includes integrated use of technology.

Each summer based upon projected numbers of PTs, the program director assigns personnel (SPs) and resources for the upcoming year and shares this information with unit leadership, the leadership team and Advisory Committee. The Professional Development Calendar is developed and Professional Development Providers for Induction specific trainings are secured based on PT needs. Modifications and adjustments are made as needed to ensure maximum resource allocation. The program director constantly works together with unit leadership to guarantee funding sources are accessible to support program needs.

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.

CUSD has processes in place to ensure that skilled and experienced personnel are placed in SP assignments and in professional development provider roles. The program leadership team developed a written application and interview process for all new SP applicants. A review of SP applications provided evidence that CUSD selects SPs and professional development providers who hold valid California Clear Teaching Credentials in the area in which they teach. New SPs confirmed participating in an interview and that the roles and responsibilities for SPs are outlined in their job descriptions, job application and MOUs. Specific selection criteria are aligned with the roles and responsibilities necessary for supporting new teachers. CUSD hires

both active and retired teachers as SPs. SP feedback forms and PT surveys provide additional evidence of ongoing effective SP hiring practices.

SPs must have a minimum of three years of exemplary teaching experience, along with the skills and experiences necessary to support new teachers in the induction process. Principal interviews verified that site administrators are involved in the selection process through the submission of a recommendation for teachers applying for the position. PTs reported that their SPs were extremely knowledgeable, well-matched and modeled effective instructional strategies.

The SP selection criteria include expectations that induction personnel have experience with diverse abilities, language, ethnic and gender diversity. Through interviews with various stakeholders, it was evident that there is a district focus on diversity, especially diversity derived from socio-economic differences. Additionally, the district is providing professional development for all staff on making personal connections with students in order to build relationships that result in student engagement and achievement.

The SP application and list of interview questions demonstrates a focus upon academic standards, classroom management and the ability to model and communicate effective instructional strategies. All stakeholder interviews verified a focus on common core professional development with an expectation for subsequent classroom application. SPs collaborate with other district teachers in regular meetings of site-level Professional Learning Communities and district-level collaborative groups. This involvement provides a venue for SPs to assist PTs in integrating induction coursework into their grade level unit plans as well as ensuring that district expectations are met. The program director attends and participates in Cluster Three meetings and Mid-Valley BTSA collaborative meetings. The director also coordinates the dissemination of program information to all CUSD's stakeholders. This communication is documented in agendas, emails, and Friday reports to the Board of Education. The director also regularly communicates with stakeholders from Institutes of Higher Education (IHEs) through student teaching experiences and job fair participation. Members of IHEs (Fresno Pacific and Fresno State) are active members of the advisory board. During interviews, IHE stakeholders stated their appreciation for ongoing exchange of information that is used to improve programs for both pre-service and preliminary credential participants.

SPs are provided with three initial FACT trainings during which time, they receive cognitive coaching strategies and action research information. They then participate annually in networking sessions and PT/SP collaborative sessions. SPs reported receiving recent training on ELD standards as presented by the EL Director. Members of the leadership team meet at least once every quarter to discuss program implementation, evaluation and improvement. They are also active participants in ongoing professional development provided by district

leadership. District trainers are provided the opportunity to attend conferences/workshops. The district demonstrates further commitment to its trainers by providing professional library material and financial support for additional training.

The program director assesses the quality of service provided by SPs to PTs by reviewing activity logs and monitoring attendance at required trainings/networking sessions. Additionally, SPs are required to perform a self-assessment utilizing the Continuum of Mentoring Practice which is followed up with a SP Feedback Form that is completed by the program director. This feedback is given to identify strengths and areas for growth for each individual SP. Mid-year surveys, end of the year surveys and exit interview questions specific to SP effectiveness are also reviewed. Evidence of SP effectiveness was verified in PT surveys. During interviews, Year 1 and Year 2 PTs reported that the “mentorship” by their SP is a key component to their success and growth. PTs are encouraged to share issues or concerns with the program director as well. PT interviews verified that the process for sharing concerns with the program director is effective and responsive to new teacher needs. The unit also examines professional development surveys to determine session effectiveness and areas for improvement. An Assistant Superintendent specifically assigned to professional development works closely with the induction director in designing induction experiences aligned to district goals and vision.

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.

CUSD only serves candidates who have a California Multiple and/or Single Subject Preliminary Teaching Credential(s). Each candidate’s eligibility is based on information gathered from a collection of sources including the Institution of Higher Education (IHE) attended by the candidate, the California Commission on Teacher Credentialing, the Fresno County Office of Education, and the candidate’s credential. All new hires are informed regarding their eligibility and responsibility to participate in an induction program to complete their professional credential. Once eligibility has been established, the PT signs an Intake/Induction Eligibility form. This form provides verification of admission into the Induction Program and the original is housed in the candidate’s Induction file.

District leadership confirmed during the interview process that the Induction Program including all stakeholders makes a concentrated effort to recruit and admit candidates that

reflect the diversity seen in the student population. District goals, recruitment, and hiring processes encourage and support applicants from diverse populations who meet the Commission adopted requirements. Multiple hiring procedures including job fairs, internships and recruitment from local Colleges and universities helps the district seek out new employees from diverse backgrounds.

The Certificated Coordinator and the Induction director inform the induction candidate of the mandatory New Teacher Orientation Meeting. At this meeting the PT is informed of their induction responsibility to accumulate evidence of reflective practice and the process for documentation of all professional credential requirements. The program director communicates directly with the PT through email, professional development opportunities and face-to-face visits to the PT's school site to ensure candidate competence. The program director also regularly communicates with SPs to ensure that PTs' needs are being addressed and met.

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.

The Induction program director provides feedback to all candidates regarding their responsibility and progress in gathering the necessary evidence of their reflective practice toward meeting the Induction requirements. Candidates are notified of their responsibility to carefully document their participation in the induction program during the New Teacher Orientation and in their weekly meetings with their SPs. The New Teacher Orientation includes specific information regarding: professional credential requirements; options to complete the requirements including early completion; pacing guides for completion and submission of electronic portfolios; SP/PT collaborative sessions; portfolio review dates and feedback forms; and provisions for extension of the 2-year timeline. This information was confirmed in interviews with the program director, SPs and PTs. The candidate's responsibilities on how to meet the induction requirements are detailed on the PT's Memorandum of Understanding (MOU) and each PT is required to sign this document at the beginning of each school year. The MOU is housed in the candidate's file. Progress towards meeting the requirements detailed on the MOU are constantly addressed at PT/SP collaboratives, in weekly meetings with the SP, and via email throughout the year from the program director on progress towards meeting the requirements. A biannual portfolio feedback review process by the leadership team verifies each eligible teacher's participation and progress in the induction program. Feedback about the level of participation during the program, next steps in meeting the requirements to ensure

program timelines and requirements are met and identification of any special assistance needed is outlined on this form. The feedback defines elements for which PTs need more evidence. The information is captured on a Portfolio Feedback Form and emailed to the PT and SP, and used as a discussion point between the PT/SP. Participating teachers and SPs confirmed this process during the interviews and stated that the feedback was invaluable.

A systematic process is in place and regularly monitored by the program director in order to validate the teacher's participation in the induction program. A database is maintained to verify each teacher's individual participation in the induction program. This database includes documentation regarding growth towards completion of individual *Formative Assessment for California Teacher (FACT)* modules, *Continuum of Teaching Practice (CTP)*, and a dated verification of their completion of an Individual Induction Plan (IIP) each year of their participation. The induction program secretary updates the database on an ongoing basis. The SP for each PT submits a monthly SP log detailing the dates, times, and description of all support and assistance provided. These logs are kept on file in the Induction Program Office and used to inform the program director of each individual candidate's progress. Each candidate also receives a copy of the SP monthly activity log that tracks progress toward meeting the standards. In addition, biannual Portfolio Feedback Forms detailing candidate progress in meeting the requirements are updated and verified by Program staff and feedback is given to the candidate during the two portfolio reviews so candidates are able to track progress toward completion.

After a Year 2 candidate's portfolio has been reviewed and all program requirements have been met, the Year 2 PT receives a written exit interview questionnaire from the program director. A small group exit interview for each candidate is also scheduled. During the exit interview, the PT communicates the strengths gained from participation in the Induction program as well as challenges that occurred during the induction process.

A review of professional development options and the Professional Development Calendar as well as an in depth examination of completed PT portfolios authenticates that the program and district leadership provide support and assistance to all candidates and retains candidates that are well suited to teach in CUSD. Affirmations and or concerns are detailed on the biannual Portfolio Feedback Form detailing progress toward completion of the Induction requirements and also offer PTs opportunities to reflect on practice and apply new learning. In some instances, PTs are given feedback that requires them to do more in-depth reflection in order to meet the Induction standards. Teachers receive feedback from colleagues on effective teaching practices at PLCs, SP/PT Collaboratives and in weekly meetings with their SPs where they share ideas and clarify and discuss effective strategies to meet the needs of the diverse student population. This support and assistance was confirmed at all levels during the site interview process.

PTs reported that the program director is proactive at ensuring that candidate's progress and performance is monitored and that guidance and assistance is given by the director as needed. Documentation of reflection and progress toward completion of program requirements is captured on the biannual Portfolio Feedback Form as well as SP monthly logs. The program director has a pulse on the PT needs and this level of support and guidance was confirmed during interviews with the PTs. PTs are also able to request additional help from Program Leadership if needed and optional professional development opportunities are offered to better support the needs of the PTs.

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.

The CUSD Induction program utilizes the FACT system, providing a comprehensive approach for PTs to demonstrate application of the skills and knowledge they acquired during their preliminary credential program. The program director and leadership team are directly involved in the design and implementation of the program. All members of the leadership team, including the director, support new teachers. Program documentation provided evidence that the leadership team regularly utilizes feedback in order to streamline and strengthen program experiences. Evaluation tools reviewed included mid-year and end of the year surveys for both SPs and PTs; site administrator surveys; CTPs; induction portfolio reviews; and Year 2 PT exit questionnaires and interviews. The program is regularly evaluated by a variety of stakeholders. All stakeholder interviews verified that surveys are collected, compiled, desegregated and shared for continuous program improvement. Participating teacher interviews further indicated that the formative assessment system effectively supports their teaching practices in order to increase student achievement. PTs reported that the induction program activities are not "busy work" and that the experiences have been meaningful and useful, resulting in coordinated efforts to increase student learning.

Principals shared that they provide input regarding SP selection and assignments. The induction director conducts regular one on one principal visits to communicate criteria for SP selection and PT matches. Principals reported that there is open communication about SP effectiveness as well. Effective program matches and program development data is also collected as the director observes Year 1 teachers at least one time a year.

A review of professional development options and PT portfolios confirmed that the program offers opportunities to address diversity. Seminars address contemporary issues and offer PTs opportunities to reflect and apply new information. In addition, PTs are required to provide differentiated strategies for focus students including English Learners and special population students. PT interviews verified that FACT Module A (with a particular focus on the community and review of their student data) helped strengthen their understanding of diversity and the effect on student learning. An interview with the Superintendent further confirmed that diversity will continue to be a focus throughout the next school year.

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.

The institution sponsors only Second Tier Preparation

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.

The CUSD Induction Program requires candidates to demonstrate knowledge and teaching skills through completion of the FACT system which includes inquiry-based professional development, self-assessment using the Continuum of Teaching Practice and *Induction Program Standards*, and the submission of an electronic evidence-based portfolio. Formative assessment outcomes are discussed and revisited during SP/PT collaborative meetings. Support provider logs documented SPs meet weekly to assist PTs in planning and documenting evidence addressing CSTP, Induction Standards and content standards.

PT's progress is monitored through four calibrated portfolio checkpoints during the 2 year induction program. PTs reported receiving the tools and instructions needed to complete an electronic induction portfolio that is monitored through two Induction Portfolio Reviews each year. The Portfolio Feedback Form documents that the work of each PT is reviewed and scored using a calibrated rubric. Less than proficient work is returned for revisions, follow-up discussions and resubmission. Interviews with the leadership team confirmed that they examine each submitted induction portfolio and supporting evidence to verify which elements

have been completed. Participating teacher interviews verified that this process is a useful mechanism for providing feedback and assistance. The process was additionally validated through the review of PT's portfolios and the corresponding completed rubric scoring sheets. Interviews with the leadership team confirmed that they examine each submitted induction portfolio and supporting evidence to verify which elements have been completed. The reviews result in a completed Portfolio Feedback Form that is given to the PT and SP that includes comments for any areas that need additional work and resubmission. PTs verified receiving regular, timely written feedback on their progress on a Portfolio Feedback Form which kept them "on track" and assisted them in the completion process. The induction program maintains a database indicating which program requirements each PT has successfully completed. Those teachers who do not complete all of the components of the induction program within the initial two years may request a program extension for the program director to review. Specific extension criteria are clearly outlined and include the following: extended illness; maternity leave; paternity leave; emergency leave; non-availability of an SP; any other causal factor or compelling reason that would reasonably affect the PT's ability to successfully complete the induction program in a timely manner. If approved, it is the PT's responsibility to submit a timeline/plan for completion. Upon a successful final review of the portfolio, and an exit interview, the program director provides written program completion verification to the Certificated Coordinator for completion of the online credential recommendation process.

Program Reports

General Education (Multiple/Single Subject) Induction

Program Design

The Central Unified School District (CUSD) Induction Program operates on the premise that Participating Teachers (PTs) who receive effective, systemic, job-embedded support, stay in teaching, improve their teaching skills, and positively impact student performance. The program director and principals all reported that induction is important far beyond clearing the PT's preliminary credential. Principals see the role of induction as "bridging the theoretical and the practical", thus giving PTs the foundation they need to start a long, productive career. The Program as a whole is designed to align Induction with the overall vision of the district.

CUSD's Induction Program recognizes that teaching is a profession refined over time and best served through practice, reflection, guidance from experienced mentors. Through work with their Support Providers (SPs), the Formative Assessment for California Teachers (FACT) processes, district collaboratives, site Professional Learning Communities (PLCs), and PT/SP collaboration, PTs are provided with multiple opportunities to deepen their understanding of the art and science of teaching. The CUSD Induction Program provides a structure that

emphasizes best first teaching that will enable all students to meet or exceed content standards. Over the course of two years, Induction candidates are expected to demonstrate

- Knowledge of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and State Content Standards and performance levels for students
- Reflective teaching practice using the *Plan, Teach, Reflect, Apply* inquiry model
- An awareness of their own professional strengths and areas of growth in order to develop goals for their Individualized Induction Plan (IIP)
- The ability to implement a wide variety of teaching strategies
- How to provide equitable access to the core curriculum for all students
- The use a variety of assessment tools to drive and inform instruction
- Facilitation of student learning through appropriate computer-based technology
- Creation of a safe and healthy classroom environments that honor and support diverse student populations, including strategies to meet the needs of English Learners and Special Populations.

CUSD has committed resources and qualified staff to ensure effective delivery of support and formative assessment services to PTs. All stakeholders (PTs, SPs, site administrators, and program director) sign MOUs clarifying roles and responsibilities. Additionally, the program director communicates with teachers, district and site administrators, Institutions of Higher Education (IHEs), and the School Board to inform them about program goals and progress. Partnerships with IHEs support the placement of student teachers in CUSD during their pre-service credential work, which influences strategic pairings of PTs and SPs for the induction experience.

Highly qualified SPs are selected for their ability to model the *Plan, Teach, Reflect, and Apply* cycle, to support PTs in analyzing student work and planning instruction, to guide PTs based on the assessed needs of PTs, to support PTs in using evidence from formative assessment to develop goals, and to observe and collect evidence from the PT's classroom. After their initial hire, SPs are provided with ongoing professional development, including three FACT trainings in the fall, in which they learn the principles of cognitive coaching and action research. Throughout the year, SPs attend networking meetings to refine their mentoring skills and other district professional development opportunities, including training on the 2012 EL Standards, enhancing their ability to coach PTs to respond to the needs of English Learners.

In order to engage in continuous improvement, program leadership has established clear communication channels and a robust system of on-going data collection. Program leadership is provided by the program director, the Leadership Team, the Advisory Committee, and the certificated coordinator. Program leadership uses data and feedback from State surveys, SP/PT Collaboration, PT portfolio reviews, and Year 2 Exit Interviews to conduct on-going revisions to the program to meet the diverse needs of teachers and ensure that the program is meeting the needs of a diverse student population. Modifications are shared with all stakeholder groups to

ensure the program is meeting the needs of the candidates. Partnerships with IHEs benefit the induction program by providing feedback vital to program improvement plans. This feedback occurs at Mid-Valley meetings and tri-annual Advisory Committee meetings.

The program director meets individually with each site administrator at the beginning of and throughout of the school year to share program evaluation data and improvement plans, strategies to support PTs and SPs, and candidate progress. Principals report that these one-on-one meetings have been critical to their understanding of the Induction program and give them opportunities to give on-going feedback. PTs, SPs, and principals all validated that the program director is extremely responsive to feedback and quick to act on data. PTs were especially appreciative of modifications to FACT that eliminated some of the redundancies of the program.

PTs receive advice and guidance as they progress through the program. The Certificated Coordinator meets with all new hires during the summer to discuss whether they qualify to receive induction services. Qualified candidates are placed in contact with the program director and are invited to attend a New Teacher Orientation, where they are informed of all induction requirements and receive a pacing guide that keeps them on track to complete program requirements. Throughout their two years, PTs receive feedback on the level of their performance on FACT processes and have opportunities to re-work modules as needed. Progress is tracked in a database, which PTs verify is accurate at the end of each year. PTs report that the level of guidance supports them in meeting induction requirements on time. In May/June, the Program Director submits a “Verification of Completion” form to the Certificated Coordinator, who meets with each PT to prepare an application to the CTC for a clear credential. PTs in extenuating circumstances (i.e., extended illness or maternity leave) may request an extension and submit a plan for completing induction for the program director’s approval.

Course of Study

The PTs’ Course of Study/ Field Experience in CUSD is seamlessly woven into the district’s vision for all teachers and creates an environment that nurtures new and veteran teachers alike. In interviews, principals pointed out that the Induction Program promotes reciprocal growth between the SPs and the PTs. District professional development is aligned with district identified needs, Advisory Committee recommendations, teacher surveys/professional development evaluations, and PT needs assessments. District leadership embeds the following topics in district-wide teacher collaboratives and extended professional development offerings:

- Classroom Management
- Lesson/unit Design
- Instructional Strategies
- Teaching English learners, GATE, and Special Ed.
- Using technology as a teaching and learning tool.

- 2012 EL Standards

The Course of Study and Field Work for PTs falls into five areas: New Teacher Orientation, FACT, District Collaboratives, Site PLCs, and SP/PT Collaboration.

New Teacher Orientation: New Teacher Orientation focuses on the District’s Goals and Guiding Principles, classroom management, induction program completion requirements/ pacing guides, the CSTP, FACT, and the Continuum of Teaching Practice (CTP).

FACT: FACT Modules engage teachers, with the support of their SPs, in the *Plan, Teach, Reflect, and Apply* cycle of inquiry. PTs almost universally found FACT processes beneficial in increasing their effectiveness as teachers. They stated that engaging in FACT processes embedded healthy habits of mind of inquiry and reflective practice. PTs reported that reflection on the CTP fostered honest self-assessment of practice and appropriate goal setting. Self-Assessment on Induction Standard 6 promoted reflection on the extent to which PTs supported students from “all ethnic, racial, socio-economic, academic and linguistic backgrounds; gender, gender identity, and sexual orientation.” PTs appreciated the fact that in debriefing the classroom observations with their mentors, they were able to see the positive aspects of their lessons instead of focusing on the negative. Additionally, FACT supported their ability to design Common Core units and lessons that included pre-assessment and multiple strategies for differentiating instruction. SPs reported that FACT also highlighted for PTs the importance of knowing families and communities. PTs cited Module A and the selection of EL and Special Education Case Study Students as especially helpful increasing their sensitivity to student diversity and seeing students as individuals. One PT relayed, for example, how the Class Profile made him aware of the high percentage of students who lived in blended household environments. Principals also saw how FACT supported teacher growth. Specifically, FACT impacted classroom management skills of first year teachers; by the end of their second year, PTs were able to engage in high-level conversations about the art of teaching.

District Collaboratives: In District Collaboratives, all teachers (including PTs and coaches) work in grade-span teams to focus on critical teaching topics:

- K-2—Early literacy, specifically Guided Reading
- 3-6—Common Core literacy, specifically a focus on reading Informational Text
- 7-12—Content Driven. Grade levels focused on inquiry-based learning, unit design, Common Core.

Site-based PLCs: To ensure implementation of strategies from District Collaboratives and other district-sponsored professional development, site-based PLCs are designed as grade-level follow-ups. PLCs provide an opportunity for new and veteran teachers, including instructional coaches, to collaborate on district initiatives; in 2014-15, in-addition to their content focus, PLCs focused on using technology as “a learning tool rather than a teaching tool”, and

complemented the district's recent purchase of Tablets for all students, K-12. PTs validated how District Collaboratives and site-based PLCs helped integrate 21st century technology skills into lessons and unit design for Module C of FACT.

PT/SP Collaboration: These SP/PT meetings provide further opportunities for SPs and PTs to collaborate on completing FACT processes, implement instructional strategies gleaned from PD, and reflect on teaching and learning.

Woven throughout the PT's course of study/fieldwork, interactions with their SPs, and participation in professional development, PTs developed their abilities to create safe and healthy environments that respond to a diverse society. PTs, for example, stated that they felt comfortable holding class meetings to explain why Jehovah's Witnesses in their class did not celebrate birthdays or pledge allegiance to the flag. SPs gave numerous examples of how PTs in many subject areas are using culturally responsive pedagogy as they develop their units for Module C of FACT. History teachers, for example, are involving students in sharing their parents' first generation stories and P.E. teachers are having students share games from their cultures.

Candidate Competence

Candidates are assessed for program competencies through FACT portfolio reviews twice a year. At that time, the Leadership Team uses a 4-point (0-3) rubric to measure the level of completion. To insure that PTs demonstrate the professional knowledge and skills necessary to educate and support all students in meeting state-adopted academic standards, only candidates who receive scores of 2 & 3 ("Fully Met" and "Exceptional") are considered competent and are recommended for a clear credential. PTs who receive a score of 0 or 1 ("Not Met" or "Minimally Met") have their portfolios returned with written feedback on additional work that must be completed for a score of 2 or 3. The Program Director follows up on all PTs who need to revise or complete items in their portfolio for guidance and assistance. Expectations for competence are reviewed with all PTs and SPs at the beginning of the year, and SPs are given Anchor Portfolios to guide their work with PTs in completing requirements. In addition, before scoring portfolios, the Leadership Team members calibrate their scoring of portfolios under the guidance of the Program Director.

In addition to FACT documentation, the CTP also provides formative assessment information about program effectiveness and candidate competency. During Exit Interviews with PTs, oral responses are assessed using a rubric aligned to the CTP.

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 Program.