

Recommendations by the Accreditation Team and Report of the Accreditation Visit from Professional Preparation Programs at Lancaster School District

April 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at the Lancaster School District. The report of the team presents the findings based upon review of the institutional site visit documentation 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

	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	Does not apply to second tier credential programs.		
9. Assessment of Candidate Competence	X		

Program Standards

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

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the following activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- 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: Lancaster School District

Dates of Visit: March 9-11, 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

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards

The consensus of the team is that all program standards for both the General Education (MS/SS) Induction program and the Education Specialist Clear Induction program are **Met**.

Overall Recommendation

Due to the fact that all program standards and Common Standards are met, the team recommends an accreditation decision of **Accreditation**.

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

Initial/Teaching Credentials

General Education (Multiple Subject/Single Subject) Clear

Education Specialist Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- The Lancaster School District Induction Program be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The Lancaster School District Induction Program > 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:

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Walnut Valley Unified School District

Common Standards:

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Common Standards:

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Program Sampling:

Kelly Dunkley

Sacramento City Unified School District

Staff to the Visit:

Gay Roby

CTC Consultant

Documents Reviewed

2014 Lancaster District LCAP
2014 New Teacher Orientation Agenda
2014 Revised Budget
2014 Spec. Ed. Seminar Schedule
2014/15 Induction Handbook
2014/15 LSD/ESD MOU
Admin. Roles and Resp. PowerPoint
Administrator MOU
Antelope Valley Collaborative Notes
Application on Learning
Advisory Committee Minutes
Boot Camp 2014
Induction Job Descriptions
BTSA Newsletter
Induction Time Logs
Certificated Application
Common Core Academy 2014/15

Completer Survey Summary
Exit Interview checklists
Exit Interview rubric
FACT Portfolio evidence
Induction Program Seminar Schedule
Mid-Year Portfolio Checklist
Mid-Year Survey results
Monthly Meetings sign-ins
PT Expectations
Sample PT Eligibility forms
SP expectations
SP FACT Training PowerPoint
SP Meeting Schedule 2014/15
State Survey Results
Support Provider Calendar
Support Provider Expectations
Year Two Completion Checklist

Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	0	39	23	61
Completers	6	9	5	20
Site Administrators	5	7	5	17
Institutional Administration	2	4	2	8
Program Leader	1	1	1	3
Professional Development Providers	3	12	3	18
Support Providers	0	21	10	31
Credential Analysts and Staff	0	3	1	4
Advisory Board Members	3	5	3	11
IHE Members	0	2	2	4
TOTAL				175

Background information

Lancaster, California is a charter city in northern Los Angeles County, in the Antelope Valley of the western Mojave Desert in Southern California. As of 2013, Lancaster was the 31st largest city in California. Lancaster is part of a twin city complex with its southern neighbor Palmdale and together they are the principal cities within the Antelope Valley region and California's High Desert.

Lancaster is located approximately 70 miles north (by highway) of downtown Los Angeles, near the Kern County line. It is separated from the Los Angeles Basin by the San Gabriel Mountains to the south, and from Bakersfield and the San Joaquin Valley by the Tehachapi Mountains to the north. The population of Lancaster grew from 37,000 at the time of its incorporation in 1977 to over 156,000 in 2010.

The area in which the city of Lancaster is now located, which is now known as the Antelope Valley, was originally home to the Piute Indians. Lancaster's origins as a settlement start with the Southern Pacific Railroad, which is believed to first use the name 'Lancaster'. The person credited with formally developing the town is Moses Langley Wicks, who in 1884 bought property from the railroad for \$2.50 per acre, mapped out a town with streets and lots, and by September was advertising 160-acre tracts of land for \$6 an acre. The following year, the Lancaster News started publication, making it the first weekly newspaper in the Antelope Valley.

Lancaster School District is located in the high desert about 60 miles northeast of Los Angeles and serves students in preschool through eighth grade. Most of the District's 82.5 square miles lies within the City of Lancaster with a small portion in the unincorporated boundaries of Los Angeles County.

Educating Antelope Valley youth since 1885, the District provides educational opportunities for the more than 15,000 students. There is one alternative education, three K-8, four middle, and twelve elementary schools. In addition, over 800 students are served in a preschool program. Over 50% of the students are Hispanic, 31% African American, 15% White (non-Hispanic) and .05% are Asian. Approximately, 15% of our students are English Learners; however, many students are former English Learners who have been reclassified.

Education Unit

The Lancaster School District Beginning Teacher Support and Assessment Induction Program is a Consortium of two districts: Lancaster Elementary School District (SD) and Eastside Union School District. This induction program has been in place since 1998, and the current program facilitator joined the program in 2008. At that time, there was a major reduction in force, and 200 teachers were let go, but since then the Lancaster induction program has grown from 6 participating teachers that year to the current number of 61 participating teachers. The Lancaster SD Induction program provides service to both General Education and Education Specialist candidates from the Lancaster and Eastside School Districts, Life Source Charter School, and neighboring private schools, and is projected to grow to even greater numbers in 2015/16.

**Table 1
Program Review Status**

Program Name	Program Level	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	13	61	CTC
Education Specialist Clear Induction Program•			2	

• *The Education Specialist Clear Induction Program is in its second year of implementation and does not yet have any program completers. The review team interviewed pivotal stakeholder groups to verify that the program was being implemented in alignment with the program standards.*

The Visit

The visit took place from March 9th to March 11th,2015 at the Professional Development Center of the Lancaster School District. The site visit team consisted of a state consultant, a team lead, two common standards review team members, and a program sampling review team member. There were no extraordinary circumstances related to the site visit.

Common Standards

Standard 1: Educational Leadership

Standard 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 Lancaster School District Induction Program's vision, to improve student achievement by retaining high quality teachers, provides direction and a system of support to enable a successful induction experience for its beginning teachers into the profession. The Lancaster district leadership includes in that vision a commitment to new teacher support and growth, and the Induction program is an integral part of the organizational structure that carries out that vision. In interviews with the Lancaster and Eastside district leadership, all report a "culture of support for new teachers" and are actively involved in the organization, coordination, and monitoring of both the General Education and Educational Specialist Induction programs. As evidenced by interviews and multiple methods of continuous communication between the program facilitator and the superintendent, deputy superintendents, department directors, and site administrators, the district leadership is actively involved in the guidance and direction of the program, which has allowed the program facilitator to create an effective system that meets the assessed needs and interests of both support providers (SP) and participating teachers (PT).

The Lancaster district's commitment to program quality is evidenced by incorporating a research-based, sequential induction system that incorporates unique district practices in which beginning teachers engage in professional learning toward their growth. As evidenced by interviews, the steering committee and Lancaster and Eastside district leadership work in collaboration with the induction facilitator to identify areas of need for the new teachers based on a variety of data sources, and plan both individual and group experiences to meet those needs. A review of agendas, presentation materials, and schedules shows that the induction program provides monthly professional development seminars, and both consortium districts provide release time for candidates to observe their support providers or other veteran teachers. Lancaster district site coaches report that they give individualized support for each new teacher, based on information provided through site visits by the facilitator and one on one communication with new teachers, in addition to the ongoing support given by their Induction support providers.

All stakeholder groups consistently reported that the strong program leadership is the heart of the program's success, and the program facilitator is at the center of that success. Every stakeholder group interviewed spontaneously remarked on the level of dedication, commitment, and responsiveness that was consistently shown by the facilitator, and how those qualities enabled all parties to be successful in their individual roles. The Lancaster SD Induction program has a Learning-to-Teach (LTT) steering committee, which includes members of local institutions of higher education, district and site administrators, a credential analyst, general education and special education support providers, and the

induction facilitator, steers major program decisions based on assessed teacher needs. Interviews of committee members, agendas, and meeting minutes reveal that the steering committee uses both formal and informal data sources to make decisions regarding program modifications and improvements. The director of curriculum and instruction reports that she meets weekly with the Induction program facilitator and works collaboratively with her and with district coaches to plan for effective strategies, support, and professional development opportunities to meet the needs of all participating teachers. As a member of the educational services division, the program facilitator informs the educational services assistant superintendent of current events, program updates and target goals, who reports that this communication is regular and ongoing.

Induction participating teachers engage in the California-adopted, research-based formative assessment system called the Formative Assessment System for California Teachers (FACT). Participating teachers deliver curriculum that is responsive to Common Core State Standards, curriculum frameworks and 21st Century Learning Strategies. Data collected during FACT module activities includes lesson plans, student work, assessments, and recorded reflections. Evidence of the CSTP and Induction Standards is generated as FACT modules are completed. Participating teachers and support providers report that these evidence pieces provide the focus for reflective conversations between support providers and participating teachers, provide the basis for decisions regarding individual goals based on the CSTP, and are used to demonstrate adherence to California standards-based instruction. A review of this evidence also indicates that, through these processes, the participating teachers show evidence of growth over time. Survey data, formative assessment documents, and site administrator interviews reveal that the new teachers show a rapid and consistent rate of growth in their teaching practice as a direct result of their participation in the Induction program.

The Induction facilitator verifies the progress of standards' completion and candidate competence through a midyear portfolio check and with each participating teacher at the end of the year through an Induction program exit interview. As verified by program completer interviews, the process of checking their progress in program requirements is ongoing throughout the year, with support from both support providers and the program facilitator at regular intervals. When all induction standards have been met through the proper documentation of evidence, the Induction facilitator certifies completion of program requirements to the director of curriculum and instruction, who then recommends candidates for a California Clear Teaching Credential. Both the Eastside SD and Lancaster SD credential analysts reported in interviews that the procedure for both districts was the same, and that the system worked efficiently and effectively. They also reported that the induction program staff then follows up with every participating teacher to make sure that the final steps of the credentialing process are completed.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

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

Findings

The LSD Induction Program implements an assessment and evaluation system for ongoing program evaluation and improvement. A review of evidence revealed several sources of comprehensive and informal data collection including feedback forms on monthly participating teacher and support provider

meetings, Professional development exit tickets, support provider observation logs, mid-year surveys conducted by all stakeholders, state survey data and comment compilations, biennial reports and program completer survey data.

Interviews of the program facilitator, participating teachers, support providers, district level administrators and steering committee members confirm that the above collected information is processed to drive the program day-to-day and also to establish broader long-term change. For instance, exit tickets are collected at the end of monthly seminar meetings and utilized to select appropriate professional development topics throughout the year for participating teachers and support providers. Commenting on the program's use of exit tickets, participating teachers confirmed subsequent professional development topics were timely and linked to exit ticket requests.

The steering committee membership is comprised of representative program's stakeholders including LSD's IHE partners. A review of agendas demonstrated the committee was responsive to the needs of the program facilitator and district constituents and used aggregated data from surveys to add program elements such as Triad Meetings between site administrators, participating teachers, and support providers early in the school year.

Several stakeholders commented in interviews that retention of teachers in the LSD is high. Exit interviews conducted by leadership in human resources demonstrate that LSD teachers who leave do so for family reasons such as spouse job relocation rather than one of job dissatisfaction. In interviews many stakeholders commented that the LSD leadership and its support of the induction program showed a commitment to new teachers and demonstrated a culture prepared to help new teachers be successful.

The induction program keeps track of participating teachers' course participation in the district's database system called PD Express. The Haiku Learning Management website, the Induction's Learning Management system, allows the induction facilitator to monitor in real-time participating teacher's completion of individual assignments and seminar attendance. Candidates confirmed that failure to complete assignments in a timely fashion or to attend seminars resulted in an email from the program facilitator and an attempt to quickly resolve the problem.

A review of the 20-13-1014 Biennial Report states that participating teacher competence defines growth over time as measured by the California Standards for the Teaching Profession and is documented by successful completion of the FACT system. A check sheet documenting completion of all elements of the FACT modules is completed by support provider for each year 2 participating teacher and signed-off by the program facilitator.

At the end of year, the program facilitator and participating teacher complete a final progress check. Subsequent to the check, participating teachers complete a survey to assess the impact of induction on their current instructional practices and to make requests for suggested areas of program improvement. One completer summed up the program's effectiveness by saying the process had proven to be one of constant reflection and self-assessment, considering what you are doing why it worked and why it didn't.

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 Lancaster School District provides the Induction Program with the necessary budget, qualified personnel, adequate facilities and other resources to effectively prepare candidates to meet the state-adopted standards for educator preparation.

A review of the budget itself confirms that the induction program is fully funded and meets the needs of the program. Interviews of the program facilitator, the chief financial officer and the director of the budget reveal that the 1) budget has been collaboratively designed annually and is adhered to in order to provide the necessary work of the program, 2) all stakeholders have input into the process and allocation, and 3) appropriate training and professional development is provided in order to develop the skills of support staff and participating teachers.

The 2014 - 2015 revised budget indicates that adequate funds are available for supplies, stipends, program personnel salaries and other program needs. According to interviews of the support providers and participating teachers, all financial needs for supplies, resources and stipends are adequate and supplied by the program.

According to the provided job descriptions and required qualifications, personnel selections are continuously made that ensure the program is run and supported by appropriately qualified individuals and that participating teachers have access to qualified support and program leadership. Interviews of support providers, participating teachers, and coaches revealed that communication of training needs is handled swiftly and efficiently and that training is ongoing, timely, and responsive to the needs of those involved participating in the induction program.

Sufficient resources are consistently allocated for effective operation of the Lancaster School District general education and education specialist clear credential programs. Funds for coordinating the program are used to cover the cost of personnel expenses, which include salaries for a full-time facilitator and clerical support as well as certificated employees who receive stipends in their role as support providers. In addition, miscellaneous expenses, such as release time for classroom observations for both Support Providers and Participating Teachers, books, materials, and professional development expenses are also covered.

As participating teachers are admitted into the Induction Program, the Lancaster School District ensures that handbooks, FACT modules, CSTP booklets, Continuum of Teaching Practice booklets, portfolio binders, and book study texts are purchased or prepared and ready for distribution.

A special orientation session is held during the district's New Teacher Orientation day for all teachers and a boot camp is held for those teachers eligible to participate in Induction. Site administrators also

hold a new teacher orientation in which induction participants, among other new teachers, are introduced to site personnel and made aware of curricular and other resources.

All participating teachers' receive an electronic copy of the Formative Assessment for California Teachers (FACT) modules on Lancaster's Induction Haiku webpage, which serves as the curriculum for the Induction program. Furthermore, monthly seminars are designed for participating teachers that include training in FACT along with professional learning workshops that align with Induction program standards and the California Standards for the Teaching Profession. The Lancaster School District Induction facilitator assumes the responsibility for facilitating the majority of the seminars with support providers or instructional coaches leading the break-out sessions.

Review of the evidence including the 2014 -2015 revised program budget, and interviews with the program facilitator, support providers, participating teachers, the chief financial officer and director of the budget confirm that 1) adequate financial resources are allocated in order to provide for program personnel salaries, stipends, release time, substitutes, and necessary materials, 2) the district provides necessary program resources to participating teachers, 3) new, incoming participating teachers indicate that they receive appropriate orientation into the induction program, along with clear access to district and site expectations and calendars, 4) participating teachers receive introduction and materials for the FACT curriculum and attend seminars designed to facilitate the completion of the FACT curriculum, and 5) program participants receive qualified clinical supervision from support providers who receive a stipend and appropriate release time to observe and work with participating teachers.

The Lancaster School District Induction Program ensures that sufficient information resources and related personnel are available to meet program and candidate needs. The program has in place a full-time induction facilitator who oversees the daily operations of the induction system and communicates sufficiently with all stakeholders. The coordinator of student services designs professional learning workshops, according to the menu of options offered to education specialist participating teachers.

Lancaster School District provides a secretary to support the work of the program facilitator in administering the induction program. According to interviews, the induction secretary assists in maintaining the database of participants and support providers, and manages much of the day-to-day communication for the program. Additionally, the program secretary completes school business agreements for release time for participants and manages registration for professional development and program seminars. She also receives and records participating teacher referrals from the credentials analyst and, reciprocally, sends completion documentation to the credentials analyst. This is in addition to managing the day-to-day operations of the program and does not represent the secretary's full-time responsibility.

A review of the 2014 - 2015 Revised Budget as well as interviews of the chief financial officer and director of the budget, show that the induction program is assured full and adequate funding. Furthermore, the budget is designed with the input of the program facilitator and the director of CIA who annually review the expenses of the prior fiscal term and make necessary revisions according to perceived staffing needs of the district as well as any changes in material and supply needs. The process is flexible enough to allow for changes in staffing that may arise at various times throughout the year.

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

The Lancaster School District employs a tri-level design of instructional support for candidates. A review of the collective bargaining agreement and interviews with the program facilitator describe these three levels: support providers, instructional coaches, and the induction facilitator.

Interviews with site and district Instructional personnel reveal they are selected according to defined criteria and applications for positions that are available at school sites. Support providers and instructional coaches are credentialed teachers on special assignment, providing part-time to full time services to the induction program in the form of professional development during monthly seminars and guidance in the classroom for year 1 and 2 participating teachers during their induction participation.

Instructional coaches confirm that they meet collaboratively for three hours weekly, responding both proactively and reactively to issues brought to them by support providers and participating teachers from Lancaster and Eastside district schools. A group with a more focused set of skills developed by in-depth professional training, they are able to travel to any school where needed. Some recommendations are generated from the group and are carried forward by district level leaders who often attend the weekly meetings.

Interviews of participating teachers and data collated from mid-year and state surveys demonstrate that support providers are highly valued and are seemingly effective in their jobs as viewed by their clients. The program facilitator evaluates the support providers by reviewing mid-year observation logs and a check of seminar log sheets demonstrates that support providers attend monthly induction program seminars.

An interview of the district leader in human resources reveals a sensitivity and commitment to diversity of the student population in the schools. As an example, the districts have made efforts to search widely for staff that model best professional practices and are reflective of a diverse society that has included funding recruiting trips and preparing brochures that market the virtues of living in Lancaster near skiing and Disneyland.

Interviews with members of the steering committee and the program's primary Institute of Higher Education (IHE) partner revealed a productive, collaborative partnership that transitions preliminary candidates into their upcoming induction program experience. A bridging document is prepared for candidates moving into a special education or general education clear credential program. The

collaboration with Lancaster and Eastside districts includes inviting the program facilitator and district leadership to seminars arranged by the IHE at a nearby satellite campus. The program facilitator remains professionally current by attending the regional Antelope Valley Collaborative on Teacher Development, which also includes an IHE representative.

Standard 5: Admission

Standard Met

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

Findings

The Lancaster SD Induction program admits applicants on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Each candidate must hold a California Preliminary Multiple, Single Subject, or Educational Specialist Credential in order to be admitted. The Lancaster SD Induction program is in its second of year implementing the Education Specialist Induction program with no program completers to date. An interview with the Lancaster credential analyst confirmed that each newly-hired teacher undergoes an eligibility verification process which includes a review of their pre-service experience and credentials.

Newly hired teachers complete the Eligibility Advisement Form at their contract-signing with the credentialing analyst. Teachers who possess a preliminary credential, and meet the criteria for Induction are referred to the induction facilitator for enrollment and orientation in the induction program. Subsequent to the initial wave of induction enrollments, the induction program facilitator regularly confers with the district's credentialing analyst to procure the names of newly hired teachers who are eligible for enrollment in induction. As the school year progresses, teachers who become eligible are able to enroll in induction until December; those who qualify after December enter the program at the beginning of the next school year. The program facilitator and the credential analyst confirmed the success of this process for identifying and enrolling candidates.

Review of the program documentation along with information provided by interviews of the program facilitator, support providers, participating teachers, the credentials analyst and representative site administrators demonstrate that newly-hired teachers are reviewed to ensure eligibility in induction and that as part of the hiring process they receive the necessary paperwork and resources to register for the program, and the program facilitator conducts a review of the support providers eligibility as determined by the program's requirements and protocols.

The Lancaster Board policy states, in part that "Recruitment, selection and employment practices of the district shall provide a concerted effort to hire and promote qualified individuals of minority ethnic background so that the total district staff is representative of student and community populations of the district. The administration shall make an effort to assign staff to each school so that a reasonable representation of the student population is achieved." In response to this policy, an effort to attract teacher candidates from diverse settings, the Lancaster School District advertises its teacher vacancies through EdJoin.com, the district website, and in hard copy format brochures throughout the district's

school sites and offices. The personnel staff also conducts direct mail campaigns by sending job posting brochures to universities and school district offices throughout Southern California. 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, working in the district. An interview of the director of human resources and the superintendent, show that the Lancaster School District follows its board policy and pursues the hiring of personnel who are from diverse backgrounds. Active recruiting trips to different regions and by the advertising of open positions in strategic areas, as well as a multi-level interview process, were confirmed by human resources personnel.

The Lancaster and Eastside School Districts' credential analysts determine that potential candidates have completed a preliminary teaching credential from a CTC-recognized institution of higher education and are thereby eligible for the Induction program. As explained by the credential analyst, all newly-hired teachers are reviewed to verify completion of the preliminary credential and their eligibility for induction participation.

Interviews with participating teachers and the assistant superintendent of human resources, confirmed that potential teachers complete applications for certificated employment through the district's personnel office. Along with the application form, they submit transcripts, test scores, references, a brief statement regarding their desire for the job, and letters of recommendation. This documentation serves as a record for pre-professional experiences and implies personal characteristics. Candidates who meet the job criteria are selected and invited to an interview. Using information obtained from the candidates' personal and professional records, interview panels—typically comprised of site and district administrators—determine academic qualifications, prior experiences with children, effective communication skills, and experience with diverse populations. Once a suitable match is made, the candidate is selected for hire, with the expectation that he or she possesses the potential for success and effectiveness in the classroom.

A review of the evidence and interviews of the assistant superintendent of human resources, and newly-hired teachers, indicate that the Lancaster SD hires new teachers with the appropriate personal and academic preparation to be successful in Lancaster SD and Eastside SD schools. As stated in the program policies, the Lancaster SD and Eastside SD adheres to CTC regulations and standards for the selection of new teachers. District human resources staff determine that required eligibility standards have been met by each candidate prior to the signing of any contract. This is demonstrated by district documentation, job descriptions, applications and program literature. Prospective teachers are screened by application, then by an interview panel and finally by the assistant superintendent for human resources himself. Additionally, the assistant superintendent of human resources reviews personnel evaluations annually to identify patterns and areas of needed improvement.

Standard 6: Advice and Assistance

Standard Met

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

Findings

Qualified members of the induction program are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. A critical member of the team is the support provider, who is a veteran teacher, selected by established criteria and matched prior to the opening of school with a participating teacher by the induction facilitator. Support providers help participating teachers develop a timeline for FACT assignment completion and form close professional partnerships inside and outside the classroom environment. On the mid-year survey, participating teachers answers in response to the question about what was the most important aspect of the program included many responses describing specific aspects of assistance given them by their support providers.

The program facilitator is a central person in directing the professional and personal growth of the participating teacher. One site administrator described the facilitator's success in matching the participating teacher with a support provider that fit the participating teacher's apparent professional goals and personality. Interviews of participating teachers echoed the success of these matches. Completers confirmed that both their support provider and the facilitator remained a part of their lives, a resource and friend, beyond the induction years of their career. Interviews with all stakeholders were unanimous in identifying the facilitator's organizational skill, caring, assistance and availability as an inspiration for struggling participating teachers.

Interviews with the district credential analyst confirm a collaborative relationship between the district and the program facilitator. When a newly hired teacher completes a new teacher placement form and is deemed eligible for induction, the program facilitator is notified by the credential analyst and that candidate is invited to attend an induction orientation. At this meeting, candidates are informed of their responsibilities to be recommended for a clear credential. They are given the Induction Program handbook, which outlines the induction process and portfolio requirements and directed to online resources stored on the program's website.

Subsequent to the initial round of placements at the beginning of the year, the program facilitator regularly communicates with the credential analyst at Lancaster SD and Eastside USD, who provides information on the availability of eligible candidates as the school year progresses. Interviews of participating teachers who entered the program after school started revealed that the program facilitator personally visited them in their classroom, bringing induction materials and their support provider name. Candidates who are eligible as of December of the current year are allowed to enter the induction program; those who qualify after January begin in the next school year.

A review of the agenda for the New Teacher & Support Staff Orientation meeting conducted prior to the first day of the school year, lists important topics for participating teacher awareness such as district policies and procedures as well as available services and resources within the induction program. Similarly, a review of the Memorandums Of Understanding between Lancaster Induction and Site Administrators, confirm site administrators facilitate a new teacher orientation program that typically includes a facility tour, introduction to personnel and resources, and curricular materials.

In addition to qualified members of the induction program, participating teachers have two primary sources of accessing information--a program handbook and a Haiku website. A review of the recently revised 2014-15 Lancaster Induction Program Handbook, confirms program induction documents that advise participating teachers are readily available: Eligibility Advisement Form, Participating Teacher Expectations and Agreement, Match Ups processes, Change of Support Provided Assignments, FACT Timeline for years 1 and 2; Observation Reflections and Portfolio Review forms. The Haiku website

functions as a repository for the Formative Assessment for California Teachers (FACT) manual, professional development resources, online assignments, calendars, and downloadable items which helps with monitoring candidate progress.

In the event that a participating teacher is having difficulty meeting induction requirements, the induction facilitator contacts the participating teacher to determine steps for improvement, and makes recommendations to the support provider. Interviews of instruction coaches reveal that they are also asked to assist participating teachers with specific problems.

Whenever either a participating teacher or a support provider has concern over the mentorship match, there are procedures in place for each one to report their concern (including a document called a "Concern Form" to resolve the issues up to and including a re-assignment of a support provider by the induction facilitator.

At the end of each induction year, a formal portfolio check is conducted. A review of the portfolio documents revealed a multi-step check sheet documenting candidate completion of the required elements of the FACT modules. A review of the 2014-15 Induction handbook describes the process for participating teachers who do not meet the evidence requirements. Those candidates are given opportunities to revise and refine their work, within the remainder of the school year. Year 1 candidates are offered recommendations for greater depth in the formative assessment cycle as they begin the second year of induction. Year 2 candidates who successfully demonstrate competence in program requirements are scheduled to participate in an exit interview, and upon satisfactory demonstration of evidence are recommended for the clear credential. Candidates who fail to complete the Induction Program within 2 years are held responsible for payment or complete the program through an accredited university.

Standard 7: Field Experience and Clinical Practice

Standard Met

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

Findings

Reflective conversations are a hallmark of the Lancaster Induction program. Throughout the year, Support Providers constantly engage in reflective conversations with their Participating Teachers, using the Continuum of Teaching Practice (CTP) booklet to assess their teaching practice on the continuum. Formally, a midyear portfolio review is conducted by each support provider with his or her PT to check on evidence of addressing each CSTP, induction standard and state-adopted content standard. At the end of each induction year, participating teachers present their key learnings at the colloquium. Finally, exit interviews and portfolio inspections are conducted with each PT to evaluate their field-based and clinical experiences in educating all students effectively. Completers interviewed confirmed that the multiple opportunities to reflect ensured that they were able to demonstrate improved instructional skills as they progressed through the induction program.

The evidence from sample participant portfolios, paired with interviews of the program director, program facilitator, support providers and participating teachers show that 1) the Lancaster and Eastside SD induction program plans, implements and regularly reviews the FACT curriculum, 2) Participating teachers demonstrate competency in the skills necessary to teach in LSD schools, and 3) Participating teachers continuously reflect upon their progress toward competency using the Continuum of Teaching Practice. Support Providers and Participating teachers meet a minimum of once per week for a minimum of one hour, with most reporting that their meetings far exceed this minimum. At this meeting, Participating teachers are asked, with the guidance of their SP, to reflect upon specific aspects of their teaching practice as they plan future lessons. As part of their FACT portfolio completion process, each PT collects evidence of their teaching practice which they then use to reflect upon and plan their future teaching. Support providers report that they receive ongoing training at dedicated seminars so that they can facilitate this process. In interviews, coaching staff, Support providers, Participating teachers and the program facilitator all consistently identified the areas of classroom management, best practices for teaching English Learners, Special Populations and Students with Disabilities as well as the use of classroom technology as areas of focus for the district. These individuals also indicated that the district and the induction program provides timely, ongoing professional development in these areas.

A review of program documentation, including professional development records (seminar presentations, agendas, literature), shows that professional development is current and ongoing in the consortium. Steering committee/advisory committee agendas and minutes indicate an review of the colloquium via survey. Exit interviews and triad meetings with the site administrator monitor the ongoing effectiveness of the professional development and the individual Participating teachers growth in the program. There is evidence of ongoing discussion and growth for the teachers related to their effectiveness with all student populations. Portfolios are completed by individual Participating teachers and their work and reflection is guided and overseen by qualified coaching staff, support providers and the Program Facilitator. The portfolio process is, according to many of the participants interviewed, a lot of hard work that provided constant reflection leading to better lesson planning and execution and improved student performance.

The induction facilitator collaborates with staff in the curriculum, instruction and assessment department in both the Lancaster and Eastside districts to identify recruits for highly qualified Support Providers as supervising clinical personnel of Participating Teachers at school sites. Once per year, a support provider position announcement is emailed to certificated teaching staff and posted on the district website and lists established criteria.

One major requirement during the support providers' application process is a letter of recommendation from the applicant's principal. Candidates without a letter of recommendation are not granted an interview. Site administrators often encourage teacher leaders on their sites to apply for the support provider position and make these referrals to the Induction Facilitator. Support providers and site principals verified in multiple interviews that the letter is taken seriously and is a required part of the process.

The evidence and interviews of the program director, program facilitator, site administrators, program liaison (ESD), support providers and participating teachers demonstrate that the LSD induction program collaborates with its partners in selecting appropriate sites, site-based support providers, and clinical personnel by 1) evaluating SP candidates carefully with appropriate qualifications, 2) Support providers are approved by site administrators, 3) site administrators support the induction process for individual

Participating teachers, and 4) carefully matching Support providers and Participating teachers. The program facilitator makes adjustments to pairings as needed and according to each group.

Participating teachers receive opportunities to develop research-based strategies for improving student learning in multiple ways. Participating Teachers engage in self-assessment, and also participate in post observation conferences and reflective conversations with Support Providers. In these conferences, they assess teaching practice, using evidence gathered during formative assessment and continuously evaluate their status on CTP. Participating Teachers and Support Providers have access to an online resource, Haiku LMS, which includes a resource library of professional development topics generated from research-based materials by respected practitioners in the field. The content ranges from classroom management and Education Specialist topics, to technology to Common Core standards implementation. Support providers observe Participating Teachers' classrooms to provide feedback on instructional skills and adherence to CSTPs, Induction Program Standards, and content standards. A chart with CSTP items is offered to Participating Teachers with suggestions for induction items that might demonstrate evidence in their classrooms and within their instructional practice.

In the event that a Participating Teacher is unable to attend a scheduled induction seminar/professional development workshop, the Induction Facilitator provides alternative modules on the same subject, using the free IRIS website, a resource from the Claremont Graduate University and Vanderbilt University, designed to address contemporary classroom and instructional issues. Participating Teachers, independently, work through the interactive modules and submit their reflections to the Induction Facilitator via Haiku LMS website.

Agendas, minutes of meetings, program literature and interviews of the program facilitator, professional development providers/coaches, support providers and participating teachers demonstrate that 1) professional development topics are set based upon specific, site needs, taking student diversity into account, 2) Participating teachers have the opportunity to learn about and implement many research-based teaching strategies, which they then reflect upon and self-evaluate with their Support providers, 3) the program provides a list of suggested means for evaluating individual classroom evidence, 4) teachers who cannot attend PD have options for online make-up work. The PD is flexible enough to be changed and adapted quickly according to the stated needs of the participants. In at least one case, a first year participating teacher stated that feedback for a seminar on a Tuesday afternoon, resulted in changes being made to the same seminar as it was offered to another group of teachers that Thursday. According to interviews of coaches and PD providers, topics for PD are determined by many means, including district mandate, FACT curriculum requirements, input from support providers and in some cases participating teachers, and as deemed appropriate by the program facilitator, steering committee and coaches.

Standard 8 does not apply to this institution as they only sponsor second tier programs

Standard 9: Assessment of Candidate Competence

Standard Met

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

Findings

The Lancaster SD Induction Program provides the necessary opportunities for each participating teacher to complete all California Clear Credential requirements by stipulating a clearly specified process for

verifying completion requirements before making professional credential recommendations. This was evidenced by interviews with the assistant superintendent for HR, as well as newly hired teachers. The Formative Assessment for California Teachers (FACT) is the system to guide participating teachers through this process. The foundations of FACT are based on the California Standards for the Teacher Profession, Standards of Quality and Effectiveness for Professional Teacher Induction Programs in California, and the K-12 Common Core State Standards.

Support providers stated that they are familiar with the participating teacher's Content Standards (grade Level/content area) and able to fully support the participating teacher during initial and ongoing training provided every month within the program. Lessons that are developed during the FACT process are aligned to the standards and the California Frameworks. Support providers work closely with the participating teacher to ensure adherence to grade level standards. During administration of Module B: Assessment of Teaching and Learning, Support providers conduct a formal observation and documents evidence of how and to what degree the participating teacher has addressed designated CSTP. In addition, during the Individual Induction Plan (IIP), the support provider tracks the manner in which the participating teacher addresses the CSTP within the action research and inquiry processes.

Participating teachers make a presentation on their induction experiences at the end-of-year colloquium celebration. According to interviews with the Superintendent and veteran support providers, the colloquium along with exit interviews and the final checklist ensure that participating teachers have demonstrated growth and have completed the requirements for the clear credential. Program completers stated that this colloquium was "like a celebration," and "we all got to show off what we had learned and see what everyone else was doing, so we could learn from each other."

Support providers assist and support participating teachers in understanding and demonstrating Induction Standards 5 & 6. In interviews, candidates and support providers all indicated that they have participated in recent training and professional development in best practices for teaching special populations. Furthermore, they indicated that they engaged in reflective conversations during their weekly meetings in regard to these standards. Participating teachers have an opportunity to demonstrate competency in pedagogical practices, and work closely in understanding English language learners and students in special populations.

Interviews with a variety of stakeholders confirmed that Lancaster SD and Eastside SD induction participants are informed of the requirements for program completion repeatedly beginning with a program orientation seminar early in the first year of induction and receive appropriate training to complete the program in a timely manner. They report receiving training and PD in the necessary skills for teaching in a diverse community, and they report that they become familiar with the Common Core State Standards and their application for special populations through this training. Support providers provide professional development to participating teachers in weekly meetings, through reflective conversations and written entries within the Continuum of Teaching Practice to help participating teachers understand and demonstrate their professional growth in the California Standards for the Teaching Profession and the Induction Program Standards. In various interviews, Support providers and participating teachers independently expressed their knowledge of the required competencies as well as their efforts to achieve growth in their professional practice. Progress is evaluated via completed FACT assignments, logs of reflective conversations, the Colloquiums, Triad Meetings and exit interviews.

During the mid-year review (end of the first semester), the Support Providers conduct a portfolio check and submit the results to the program facilitator. Based on the results, the program coordinator contacts Participating Teachers and Support Providers if there are any areas of deficiency. The

participating teacher, then, has the second semester to remedy areas of weaknesses. If the Participating Teacher is not progressing toward standards' completion, areas of improvement will be noted at this period. The Facilitator, then, supervises the Support Provider as he or she assists the PT in completing the missing elements. This procedure was verified during interviews with the support providers, program facilitator and program completers.

Interviews of the program completers, support providers and the program facilitator, and the program handbook and calendars revealed that formal portfolio checks are administered at the end-of-year Colloquium event. Upon verification that the candidate has completed all Induction program requirements for both years, the Facilitator conducts an exit interview in which the participating teacher expresses knowledge, experience and professional learning in the formative assessment system, educator preparation and the reflection. Once this is successful, the Induction Facilitator recommends the teacher for the clear credential. The Facilitator then submits the Verification of Completion Form (41-Induction) to the credentialing analyst who assists the candidate with his or her application for the clear credential. The credentialing analyst does a subsequent follow-up to ensure that the credential is officially issued by the CTC.

Sample participating teacher work from the FACT portfolios and interviews of the program facilitator and support providers show that the program assessments indicate that participating teachers meet the Commission-adopted competency requirements for the Induction Program Standards. Furthermore, the completion of FACT modules and the successful final review of the participating teachers portfolio at the annual colloquium indicate, along with an exit interview, verify that a teacher is ready for recommendation for the clear credential. A review of past credential recommendations confirm that the vast majority of Lancaster SD Induction program participants complete the program within the expected two years of participation.

General Education (MS/SS) Clear Induction

Program Design

The Lancaster School District Induction program provides clear and appropriate allocation of authority and resources to support program implementation. The Director of Curriculum, Instruction and Assessment and the Program Facilitator communicate program information and advocate for Induction with senior management. The Superintendent, Associate Superintendents, and Directors also provide leadership and vision for program growth by advising the Induction Facilitator, and by supporting the Steering Committee with larger programmatic changes.

Governing authority is well constructed for the induction program. The Induction Facilitator has the authority to make program and credentialing decisions in consultation with the Steering Committee. As revealed in multiple stakeholder interviews, the Induction Facilitator provides the day-to-day leadership and consistently collaborates with the Director of CIA, Site Administrators, and support providers. Additionally, the Induction office technician provides assistance with operations and program organization. The Steering Committee which includes stakeholders such as the Superintendent, several Associate Superintendents, Directors, site administrators, district personnel, support providers, and local university partners meets two times a year to review progress and evaluate the program data and feedback. The team reviews credentialing and program updates and also analyzes program data and feedback to determine next steps for Professional Development and direction of support for both support providers and participating teachers. Additionally, the Lancaster SD Induction Program collaborates with university teacher preparation programs formally during the Antelope Valley (AV) Collaborative that meets regularly and includes Induction Program representatives from the Antelope Valley. Finally, in addition to the formal meetings the Program Facilitator provides one-to-one conversations and support to all stakeholders as needed.

The Lancaster SD Induction programs serve teachers who hold a preliminary MS, SS or Education Specialist teaching credential. The two-year program is a sequenced inquiry-based formative assessment system built upon the California Standards for the Teaching Profession (CSTP). Participating teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Evidence is gathered throughout the formative assessment system to demonstrate their teaching practice and growth. Participating teachers measure their practice several times during the year in relationship to the CSTP using the Continuum of Practice (CTP).

Program evaluation data is gathered from participating teachers and support providers through multiple sources including mid-year surveys, induction statewide surveys, exit tickets, and reflective journal entries called Application on Learning. This data guides changes to increase program effectiveness and quality. Stakeholder group interviews corroborated that program modifications are shared during support provider monthly meetings, Steering Committee Meetings, weekly standing meetings with the Director of CIA, in addition to informal phone calls, emails and drop-in visits. Based upon this input, the coordinator consults with the Director of CIA and Steering Committee to analyze, plan, and implement program modifications.

Evidence was shared in various interviews to verify monthly seminars provided to both the participating teachers and support providers covered training regarding the FACT curriculum, in addition to a variety of professional development topics, shared above. Evident in the Program Assessment documentation, the SP calendar shows two full days of FACT Training and four additional meetings. The Program

Facilitator and the Assistant Superintendent of Education Services corroborated weekly meetings and discussions between the Director of Curriculum, Instruction and Assessment and the facilitator regarding the development and presentation of professional development presented to both participating teachers and support providers is collaborated and discussed based on district initiatives and individual group needs gleaned from a needs analysis completed by teachers, exit tickets and surveys.

Interviews with all stakeholder groups reveal that collaboration and communication is a strength in the Lancaster SD. The Director of Curriculum, Instruction and Assessment stated her role is to support the Program Facilitator to support new teachers providing an attractive program, in order to retain teachers and provide new teachers with a successful experience.

Course of Study

The Lancaster SD induction program utilizes mentoring support, formative assessment, and professional development offerings to support the growth of participating teachers. The program's course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the Common Core State Standards. Participating teachers are provided systematic fieldwork embedded opportunities to demonstrate their growth through the Formative Assessment for California Teachers (FACT) modules. Upon enrollment, the Induction Facilitator meets with participating teachers to give the orientation to the program documents and processes.

Support providers meet with participating teachers weekly to focus on the components of the four FACT Modules. Support providers also review timelines with participating teachers, which help to ensure that module documents are completed. The participating teacher and site administrator interviews revealed participating teachers, support providers and site administrator participate in a triad meeting at the beginning of the year to review demographics, school focus, support the new teacher, and connect with the new teachers and discuss their goals. Support providers review portfolios of participating teachers not assigned to them, to provide feedback during the Mid-Year Review. Support providers also complete several observations (both informal and formal in format) with feedback provided. Support providers meet monthly with the induction facilitator to discuss updates in the program, and to further develop their coaching/mentoring skills. Support providers submit induction time logs monthly; interviews confirmed that participating teachers met with support providers weekly as well as, during the monthly seminars.

Evidence was shared in various interviews to verify monthly seminars provided to both the participating teachers and support providers covered training regarding the FACT curriculum, in addition to a variety of professional development topics, shared above. Evident in the Program Assessment, the support provider calendar shows two full days of FACT Training and four additional meetings.

The Program Facilitator and the Assistant Superintendent of Education Services corroborated that weekly meetings and discussions occur between the Director and the Facilitator, regarding the development and presentation of professional development presented to both participating teachers and support providers is collaborated and discussed based on district initiatives and individual group needs gleaned from a needs analysis completed by teachers, exit tickets and surveys.

Interviews with various stakeholders demonstrate professional development regarding Common Core State Standards is ongoing for support providers and participating teachers. Interviews with instructional coaches and support providers revealed a variety of professional development including,

FACT training, mentoring skills and strategies, blogging various topics, ELD strategies, Guided Language Acquisition and Development (GLAD), in addition to other topics during monthly seminars and monthly Support Provider meetings.

A review of portfolios confirmed that through the inquiries beginning teachers are using formative assessment to continue to grow their instructional practices. The evidence shows they are using the data from their own practice to improve their daily practices. They are choosing to focus on diverse students from their classrooms, representing English Learners and Special Populations to ensure they are addressing the needs of all students through universal access to the core curriculum.

Stakeholder interviews and a review of FACT portfolios, especially the artifacts pertaining to Program Standards 5 and 6, show that candidates develop an understanding of diversity related to background experiences, skills and abilities of P-12 California student populations.

Candidate Competence

After interviewing the participating teachers, support providers, and program completers and reviewing induction portfolios it is evident the Lancaster SD Induction program assesses the performance of each participating teacher. Participating teachers use the FACT curriculum to gather documentation and reflect about their instructional environment with a support provider and identify areas of strength and growth across the Learning-to-Teach Continuum. Interviews with support providers and participating teachers revealed reflection is part of an ongoing process during meetings with support providers, after professional development, and throughout FACT work. The FACT work is presented in a portfolio and reviewed weekly with individual support providers, then at mid-year with another support provider review and feedback.

Interviews confirmed participating teachers are advised at Orientation and subsequent seminars to gather and maintain their evidence and professional development materials. A pacing timeline is shared to clearly outline the sequence of events for both years to demonstrate their learning and reflection through the FACT system, Inquiry and Induction standards. Communication regarding FACT documents and requirements occur regularly between the district, Program Facilitator, Support providers and participating teachers using a variety of tools, including Haiku, email, newsletters, timelines and calendars.

As participating teachers engage in formative assessment with their support providers, they develop the practice of inquiry, self-reflection and goal setting that are part of developing as a professional educator. Interviews revealed Participating teachers self-assess on the action research and the focus of instructional practice on the Individual Induction Plan (IIP). In addition, participating teachers submit evidence that demonstrates effectiveness in teaching practice used in the classrooms that meet Induction Standards.

Evidence of self-assessment and competence are found in the FACT documents, support provider Verification of Classroom Application. The teacher development spectrum described in the Continuum of Teaching Practice (CTP) serves as the assessment tool for identifying various levels of teacher performance. Data about the participating teacher's progress toward completion is used to determine recommendation at the end of induction.

Each Induction year, participating teachers share the work of an inquiry at an end of year colloquium. At the end of the second year, a participating teacher who is ready to apply for a California Professional

Clear Credential participates in an exit interview with their principal and the induction facilitator. Each participating teacher explains how the requirements in the induction standards were demonstrated and practiced in the classroom.

The support providers and the Induction Program personnel review participating teacher's progress towards completion, as evidenced in their Induction Portfolio, SP/PT Meeting Logs, and attendance data at Induction Professional Development events. Completion of FACT Modules is verified by the Induction Program office personnel. Once participating teachers have completed the two-year induction requirements they are recommended by the credential analyst to the California Commission on Teacher Credentialing for a California Clear Credential. Electronic copies of the Online Recommendations are retained in the Lancaster School District Induction Office. Interviews of program completers and Year 2 participating teachers confirmed this process.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, program completers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the general education induction program.