

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Corona-Norco Unified School District**

Professional Services Division

March 2016

Overview of this Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	6		
Clear Education Specialist Induction	7	7		

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Corona-Norco Unified School District

Dates of Visit: February 1 – 3, 2016

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, support providers, participating teachers, completers, professional development providers, credential analysts, program leadership, local institutions of higher education (IHE) partner representatives, Steering Committee team members, and members of the Executive Cabinet along with additional information requested from program leadership during the visit.

The CTC accreditation site visit team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed each of the eight applicable Common Standards and determined whether the standard was "met", "not met", or "met with concerns". The site visit team found that eight out of eight applicable common standards are "**Met**."

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the General Education and Clear Education Specialist Induction Program. Following discussion, the team considered whether the program standards were "met", "not met", or "met with concerns". The CTC accreditation site visit team found that all program standards are "**Met**".

Overall Recommendation

The team completed a thorough review of program documents, program data, Formative Assessment for California Teachers (FACT) portfolios, interviews with program leadership,

district administrators, including the Superintendent, the Deputy Superintendent, Assistant Superintendents and Directors of Education Services and Special Education, site administrators (elementary, intermediate, secondary), professional development providers, human resource personnel (including credential analysts), three local IHE partner representatives, support providers, candidates, completers, program specialists and steering committee members; along with additional information requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are “**Met**” and all program standards are “**Met**”, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Clear

Education Specialist (Mild/Moderate; Moderate/Severe) Clear

Staff recommends that:

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

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Common Standards Cluster:

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Advanced Programs Cluster:

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Tulare County Office of Education

Staff to the Visit

Sarah Solari

Commission on Teacher Credentialing

Documents Reviewed

Program Summary	Biennial Reports & Feedback
Common Standards Report	Advisement Documents
Professional Development Materials	Schedule of Professional Development
Mid-Year Survey Results	Memorandum of Understanding
Survey Questions	Early Completion Option Application
Follow-up Survey Results	Support Provider Training Materials
Needs Analysis Results	Participating Teacher Training Materials
Program Assessment Feedback	Formative Assessment documents
Induction Handbooks (participating teachers, support providers, and site administrators)	Budget/Local Control Funding Formula Allocation
Support Provider Logs	Individual Induction Plans & Rubrics
Menu of Professional Development Options	Discussion Boards
Candidate Portfolios	Induction Portal
Resumes	Collaboration Day Agendas and Power Points
Introduction to Induction Presentation	Portfolio Rubrics
Preconditions	Seminar Feedback
Portfolio Progress Check	Individual Induction Plan inquiries
Program Standards Response	Memorandum of Understanding
Collaborative Logs	Journey of New Teacher Development
Teacher Resources Webpage	Strategic Plan for CNUSD

Interviews Conducted

Stakeholders	Total
Candidates	40
Completers	10
Site Administrators	29
District Administrators	15
Program Coordinators	1
Professional Development Providers	11
Support Providers	9
Credential Analysts and Staff	5
Advisory Board Members	22
Others	1 (Board Member)

Background Information

The Corona-Norco Unified School District (CNUSD) is located approximately 45 miles southeast of Los Angeles in western Riverside County. CNUSD consists of thirty-two elementary schools, eight intermediate/middle schools, five comprehensive high schools, a middle college high school, and three alternative schools. The district serves over 53,000 students in the diverse communities of Corona, Norco, and Eastvale. CNUSD is the largest school district in Riverside County and the ninth largest district in California. It has been providing education to students for over 120 years.

The mission statement of the CNUSD is to “provide a quality education for all students within a secure and supportive environment; promote in all students’ academic excellence, social growth, and responsible decision making; prepare all students to lead productive lives in a diverse global community.”

Corona-Norco Unified School District Demographics

Sub Groups	Student Number <i>(may be represented in more than 1 subgroup)</i>
English Learners	7,233
Special Education	6,372
Socio-economically Disadvantaged	24,606

Education Unit

CNUSD has a fully implemented General Education Multiple and Single Subject Teacher Induction program and a Clear Education Specialist Induction program. CNUSD employs a full time coordinator who oversees the administration of the CNUSD Teacher Induction Program under the direction of an Administrative Director and the Assistant Superintendent of Educational Services. In addition to the full time coordinator, there are six full time support providers and a full time clerk.

The CNUSD program is a standards-based (California Standards for the Teaching Profession, Induction Program Standards, academic content/Common Core Standards) two year program that supports new teachers as they enter the profession in a context and job embedded environment. There is no charge to participating teachers for induction. The program has experienced growth under the CNUSD’s Local Control Accountability Plan (LCAP).

The current program uses the Formative Assessment for California Teachers (FACT) system and a strong focus on “just in time” mentoring and support for beginning teachers in the classroom. The program also provides professional development seminars related to the California Standards for the Teaching Profession (CSTP) and the Induction Standards. Resources are

provided to beginning teachers to facilitate the development of highly engaging, research-based inquiries that lead to student acquisition of academic content/Common Core standards.

As of the fall of 2015, approximately 25% of all teachers in CNUSD have cleared their credentials through the district’s induction program. In the 2014-15 school year, the program had a total of 101 candidates enrolled and 59 of those candidates were recommended for a clear credential. The program also offers an early completion option. Over the course of two years (2013-15), five candidates completed their credential requirements via the early completion route. The CNUSD Induction program is a two year program that includes formative assessment, professional development and mentor support, with the goal of candidates being recommended for a clear credential upon completion of the program. Within the process, the candidates submit portfolios each year to demonstrate competency for Program Standards 5 and 6.

Table 1
Program Review Status

Program Name	Number of Program Completers (2013-14)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education (MS/SS) Induction Program	21	59	86
Education Specialist (MM/MS) Induction Program	0	5	22

The Visit

The visit began at 10:30 a.m. on Monday, February 1, 2016. The team members convened at the hotel Monday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, and drafting of interview questions. At noon, the team arrived at the Corona-Norco Unified School District to attend a program orientation and participate in a “car wash.” The “car wash” provided the team members with an opportunity to meet with members of three divisions within CNUSD – Educational Services staff; Human Resource staff; and Special Education staff. Each of the divisions represented in the “car wash” have direct involvement with the design of the induction program and professional development to support the participating teachers in the district. The team spent the afternoon interviewing support providers, participating teachers, and completers for both the general education and education specialist induction programs. The team returned to the hotel at 6pm to have dinner and discuss the information gathered via interviews and document review that occurred during the day. Team members developed questions for the interviews conducted on

the second day of the site visit and discussed preliminary findings on common and program standards. The Mid-Visit Report was conducted on Tuesday and interviews of stakeholder groups continued. The team continued to review evidence provided electronically, results of interviews and additional information provided by the program director.

Final consensus was reached on all standards Tuesday evening. Team members wrote, read, reviewed and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, February 3, 2016.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

The Corona-Norco Unified School District, as an institution, is driven by a strategic plan that provides the mission, commitment and guiding principles to establish clear and specific goals and objectives for the district. These serve to advance educational excellence and increase opportunities for all students. As evidenced by the district contract, CNUSD specifies that all teachers that are identified as eligible for teacher induction take part in the program. The Corona-Norco Unified School District implements a research-based teacher induction program. Through the FACT system, new teachers deepen their understanding and application of the induction standards, the California Standards for the Teaching Profession (CSTPs), and the Common Core State Standards and academic content standards.

The CNUSD program vision is “to create and retain reflective practitioners who are committed to the success of all students and seek to be lifelong learners” as evidenced through interviews and the strategic plan. Evidence shows that the formative assessment and induction seminars

provide collaboration through a professional learning communities (PLC) model that allows teachers to meet in cohorts to extend knowledge, learning and teaching through reflection.

The CNUSD induction program is overseen by the Assistant Superintendent of Educational Services. A teacher induction coordinator provides the day-to-day leadership of the program, works collaboratively with the Local Control Accountability Plan (LCAP) committee to develop the budget; oversees the teacher induction budget, insures compliance and implementation of all components of the program to meet the standards, and supervises all full time and part time support providers. Support providers provide input into the program implementation through weekly teacher induction planning sessions. CNUSD provides support from all relevant divisions including human resources, education services and special education. As evidenced through interviews, the program also involves Institutions of Higher Education (IHE) partners who provide advice, assistance and feedback for the CNUSD Induction Program and provide updates regarding the articulation between the preliminary credential and the clear credential programs. Both district and IHE involvement are evidenced by the Steering Committee minutes/agendas and Curriculum & Instruction minutes/agendas and interviews.

The teacher induction program coordinator has the authority to develop programs, including professional development, for each of the credential areas to ensure that all standards are met. Resumes provided show the program has qualified and diversely credentialed support providers that differentiate instruction for candidates on the basis of credential type and need. Resources are provided and prioritized, through the hiring of full time support providers, and through the LCAP, to ensure that high quality services are given to support beginning teachers.

The induction team provides a syllabus, as well as a completion timeline, and FACT materials online. Progress monitoring occurs twice a year, during scheduled portfolio checks by support providers and the teacher induction coordinator. All components of the program are reviewed using the teacher induction program completion checklist to ensure participating teachers have completed all modules of FACT and are meeting completion requirements. Upon passing this review, participating teachers are recommended for the clear credential.

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

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

Findings

The Corona-Norco Unified School District (CNUSD) Teacher induction program utilizes an assessment and evaluation system that uses local and systematic measures to inform the program for the purpose of improvement. Both formal and informal ongoing assessment occurs throughout the school year as evidenced by professional development surveys. Artifacts show that participating teachers, support providers, site administrators, and Steering Committee members provide meaningful qualitative feedback to the program.

Biennial Reports focus on multiple sources of program data that are analyzed by the coordinator and teacher induction team for the purpose of program improvement. Artifacts showed that participating teachers provide regular feedback to the program in multiple ways including participating in professional development (PD) seminar evaluations, the State Completer Survey of Program Effectiveness (new completer feedback) and mid-year and end-of-the-year qualitative feedback through surveys and exit interviews. Changes have been made to the program, based on participating teacher feedback as evidenced by the implementation of collaborative induction plans. Program updates are provided to all constituents through the quarterly teacher induction newsletters.

The CNUSD Teacher Induction program collects ongoing and comprehensive qualitative data to determine program effectiveness, as demonstrated in the Biennial Reports. The program coordinator formally evaluates all full time support providers and reviews their goals, self-assessments and teaching/coaching practices with them individually to support their growth as mentors and coaches. As reported during interviews, administrators serve on the teacher induction Steering Committee and contribute useful insights for candidate competence, program effectiveness, and improvement. The teacher induction data highlights successes and also includes areas of needed improvement. The teacher induction coordinator and support providers use program data analysis to determine if additional support is needed for each participating teacher, including portfolio self-assessments, classroom observations, and individual conferences. The support providers work with participating teacher's site administrator to support individual teacher development.

Standard 3: Resources

Met

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

Findings

The CNUSD is committed to the teacher induction program and provides financial support, personnel, facilities and other resources to support all participating teachers as they progress through the program as evidenced by the budget, LCAP, and strategic plan. The induction coordinator is responsible for the day to day operation of the program, including monitoring the budget and supervising the organization of professional development for all participating teachers in the program. Interviews with the Executive Cabinet clearly outlined the importance placed on new teacher induction and the crucial role it plays in contributing to the positive culture of CNUSD as a whole.

As shown by artifacts, the CNUSD Teacher Induction Program is provided resources through the LCAP process, and through credential analysts, the full time teacher induction clerk, professional development providers, and support providers who all work together to insure that full coordination, admission, advisement, professional development and effective instruction for participating teachers takes place. Beyond induction support, the support providers also plan and implement many of the professional development seminars. Other professional development personnel are teachers on special assignment, district administrators, or other in-house district specialists. The program and other district departments work together to ensure the “whole teacher” is supported.

Information resources regarding induction are readily available. Credential analysts, the induction coordinator, and support providers disseminate information about all aspects of the program. Further information is provided at Steering Committee meetings, one-on-one visits with site administrators, Educational Services meetings, board and cabinet updates, the teacher induction newsletter, regular classroom visits, and bi-monthly seminars.

Educational Services includes induction for collaboration on the LCAP. Educational Services team meetings and individual meetings with the program coordinator, the Assistant Superintendent, and Administrative Director in Educational Services have taken place regularly concerning the needs of the program. Meetings have also occurred with the Special Education Division to insure support and collaboration with the Clear Education Specialist Program.

Standard 4: Faculty and Instructional Personnel**Met**

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

Findings

Review of the resumes of the Corona-Norco Induction program coordinator, support providers and professional development providers reflect that qualified persons are employed to direct the program, supervise field-based experiences and provide professional development. The district's choice to assign a full-time induction coordinator and teachers on special assignment in the support provider role, is a testimony to the CNUSD commitment to the assignment of qualified staff.

The resumes of those in support provider or professional development provider roles indicate that they are professionals who are eager to stay current and aware of all new developments and research in their specific areas of interest and expertise. The Corona-Norco Unified School District has selected these professionals to be trained, and in turn share, expertise and training with staff throughout the district. The fact that serving induction candidates is seen as an extension of their main roles in the district allows professional development providers to provide support and assistance to new teachers. This assistance is provided in addition to the support provided to the new teachers from their support providers. Review of the survey data related to Sheltered Instruction Observation Protocol (SIOP) training, *Teach Like A Champion*, and other professional development delivered by these providers received very high ratings from induction candidates.

A meeting with the induction program Steering Committee revealed that the faculty collaborates regularly and systematically with district colleagues and representatives from colleges and universities. Committee members stated that the interaction at the CNUSD Induction Program meetings was extremely genuine, interactive, and helpful to all who attended. University program staff indicated that they often took back great ideas to their colleges.

Program documents reveal that the faculty has an opportunity to avail itself of a number of types of professional development that strengthen their expertise and capacity to support induction candidates. There is evidence of training related to effective use of the FACT formative assessment system, general mentor training such as “Mentoring Matters” and attendance at the Computer Using Educators (CUE) Conference to deepen awareness of the ways in which technology can be used effectively in the mentoring process.

There is evidence that the unit regularly evaluates the performance of support providers and those providing professional development. The evaluation happens in a number of ways. The program coordinator assesses each support provider per bargaining agreement. Support providers also develop personal goals and self-assess. There are evaluations of trainings delivered and the team collaboratively reviews evaluation data from trainings and makes necessary adjustments based on teacher candidate responses.

Standard 5: Admission

Met

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

Findings

Once hired, the candidate makes an appointment to see a credential analyst whereby eligibility for Induction is determined. All SB2042 credential candidates are identified at the time of their employment, based on the district Induction Eligibility Checklist. After advisement, the credential analysts forward a copy of the Induction Eligibility Checklist to the program coordinator who in turn, assigns a support provider to each participating teacher. CNUSD is dedicated to hiring teachers with diverse backgrounds as well as in hard to hire content areas. At a recent job fair held at the district many teachers were interviewed and were granted second interviews for potential positions at the dual immersion schools and in science/math classrooms throughout the district.

Standard 6: Advice and Assistance

Met

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

Findings

Candidates are first connected to the induction program during the recruitment process. When the candidate has been selected and signed a contract, notification of the availability of an Induction Program is shared. There is clear evidence that a consistent, efficient process is in place. The human resources staff, credentials analysts in particular, showed evidence of tracking all induction candidates from start to finish. Documents such as the Teacher Induction Eligibility Checklist have been created to facilitate the accurate notification of candidates.

There is evidence that the induction program tries to ensure that new participants are advised clearly about program requirements at the start of the academic year. The *New Teacher Day* and *Introduction to Induction* are structured to deliver information regarding induction requirements in a timely manner. It became clear through interviews that the immediate match of the support provider with the participating teacher helps guide the candidate smoothly through the process from the very beginning of the program.

There is documented evidence of on-going monitoring of candidate attendance and participation in the induction program. The CNUUSD portal provides an effective method of checking the progress of the candidates and provides candidates an opportunity to self-assess their own progress.

Standard 7: Field Experience and Clinical Practice**Met**

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

Findings

The CNUUSD Teacher Induction Program strives to deliver a program that builds upon the foundation of the preliminary teacher preparation program. Using the FACT formative assessment system, participating teachers are offered a user-friendly program that places an emphasis on the Plan, Teach, Reflect, Apply cycle. The formative assessment system facilitates in-depth reflection on the context in which the teacher is working / placed. FACT events then structure reflection on current levels of practice as related to the California Standards for the Teaching Profession (CSTPs). The Individual Induction Plan (IIP) provides a structure for self-assessment, goal setting and inquiry. The formative assessment process culminates with reflection and further self-assessment to track growth and development.

The Corona-Norco USD Induction Program has established a collaborative process for the recruitment and selection of qualified support providers. Interviews for all qualified candidates are set up and conducted in Human Resources by the Peer Assistance and Review (PAR) Panel, which consists of three Corona-Norco Teachers Association members, the teacher induction coordinator and a human resource coordinator. After interviews, the PAR panel makes recommendations to hire the most highly qualified support providers. In interviews with the Steering Committee, it emerged that the recruitment process truly targets the personnel needed to support those new teachers being hired. It is evident that the program strives to hire “like credentialed” support providers.

CNUUSD has a high number of English Learner (EL) students, hence ensuring that all new teachers have a robust set of effective strategies for serving this population is imperative. The team heard many references to the SIOP training that is offered to new teachers. The training targets precise strategies for effectively teaching EL students. The participating teachers spoke of the value of the trainings, how they saw immediate positive results when they implemented SIOP strategies. Teachers on special assignment who specialize in the area of EL support are available for classroom visits, model lessons etc.

Standard 8: District-Employed Supervisors**N/A**

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.

Standard 9: Assessment of Candidate Competence**Met**

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

Findings

Candidates in the CNUSD Teacher Induction Program are assessed using Formative Assessment for California Teachers (FACT). Their growth over two years is substantive, based on the quality of their Inquiries, which are displayed and presented at the Inquiry Research Symposium every May. Growth starts initially, as participating teachers reflect on their preliminary programs and discuss with their support providers the strengths they bring to induction. They examine their teaching environment (context) and assess their practice using the California Standards for the Teaching Profession (using the Continuum of Teaching Practice). Participating teachers identify questions about their practice, based on their individual needs, and create Individual Induction Plans (IIPs) that include outcomes for students based on differentiated instruction. Support providers gather evidence, through observations, about candidate competence and provide timely feedback to support teacher growth. Pre and post tests used in the Inquiry, measure student gains, and thus, indicate teacher effectiveness using student outcomes in meeting Common Core/ Content Standards. As participating teachers move through FACT, they develop habits of inquiry, self-reflection and goal setting that are intended to support them throughout their professional careers. Candidates self-assess their practice based on the Individual Induction Plan rubric.

Semester binder / portfolio checks are used to track and assess candidate competency and progress regarding meeting program standards and CTC-adopted competency requirements.

General Education Clear Credential and Clear Education Specialist Credential

Program Design

The district employs a full-time coordinator who oversees all administration of the CNUSD Teacher Induction Program. The coordinator works closely with relevant divisions in the district to ensure collaboration for the purpose of support for new teachers. Furthermore, all relevant district divisions are represented on the induction Steering Committee, along with board members, school site principals, support providers, participating teachers, program completers, professors from Institutions of Higher Education (IHE), and Corona-Norco Teachers Association representatives.

The CNUSD Teacher Induction program communicates with all relevant divisions and schools in the district through various modes, including a monthly newsletter, Educational Services weekly meetings, frequent updates in the Superintendent's Board Update, the Steering Committee meetings, PAR meetings (as needed to hire new support providers), regular meetings with the Administrative Director of Education Services, meetings with the Special Education Division (as needed), meetings with the human resources/credential analysts and meetings with site administrators (one on one and in principals' meetings).

The Steering Committee is comprised of many administrators from all relevant divisions of the district offices, as well as board members, support providers, teachers, principals, IHE and CNTA representatives. This large group provides collaborative, interactive input three times a year to advise the program on potential changes that benefit learning for all participating teachers. Based on feedback from participating teachers, site administrators and Steering Committee members, the program has gone to an electronic portfolio thus decreasing paperwork and furthering collaboration through the discussion board.

Structure of Coursework

The CNUSD has a purposeful, sequentially planned teacher induction program that provides preparation and professional development to enable participating teachers who are clearing their Multiple Subject/Single Subject or Education Specialist Credential to meet the academic learning needs of all students. The CNUSD Teacher Induction Program is built on the state-approved Formative Assessment for California Teachers (FACT) System which provides a comprehensive two year curriculum for participating teachers that includes performance-based, job embedded modules to support them as they move their practice forward. Through reflective conversations, evidence collection and ongoing self-assessment, participating teachers work through each module of FACT which is designed to focus on the California Standards for the Teaching Profession and the Induction Standards. State Survey data, mid-year and spring qualitative surveys and professional development evaluation tools, along with other data collected over time provides evidence that the induction program increases teacher satisfaction and effectiveness in the teaching profession.

The growth of the program in the last two years is evidenced by the extra resources provided to expand the program staff. Six full time support providers have been added to provide quality services to the new teachers within the district. Several part time support providers have also been added to meet the needs of the Education Specialist teachers who hold a Moderate/Severe or Deaf/Hard of Hearing credential. All interviewed groups agreed that the program provides a concentrated focus in the new standards for English Language Learners.

Professional development designed for education specialist teachers has been differentiated to include new elements such as three days of release time to work on Individual Education Plans (IEPs), legal issues, compliance, and Special Education Information System (SEIS) training. Ongoing seminars have been modified to include breakout sessions specially designed to provide opportunities to collaborate around professional practice and identify areas for further exploration. Program specialists and support providers work together to design these experiences.

The district has moved to an electronic portfolio, based upon participating teacher and Steering Committee feedback. They have also included electronic discussion boards for participating teachers to engage in online Professional Learning Communities surrounding improvement of teacher practices. This was the result of recommendations from teachers, collaborating IHEs, and in feedback from the data/committee discussions.

Course of Study

Formative Assessment for California Teachers provides the state-approved curriculum for the CNUSD Teacher Induction Program. FACT is based on the Plan, Teach, Reflect, Apply Cycle and embeds the California Standards for the Teaching Profession. The CNUSD utilizes each module of the FACT program with participating teachers to enhance teaching performance and improve student academic achievement as evidenced through the inquiry process.

Participating teachers attend an “Introduction to Induction “ workshop at which the program coordinator and support providers go over the Induction Syllabus and Induction Handbook carefully reviewing all program requirements and timelines, including FACT materials and how to create an electronic portfolio on the district portal. Participating teachers are given a Teacher Induction Transcript to document seminar attendance, and a final Induction Program Completion Checklist to document all components of FACT completion. Transcripts and the program completion checklist are provided to the credential analysts prior to recommendation for the clear credential. The program also retains copies of documents for five years to verify participating teachers’ completion. These multiple measures provide feedback to the program and to participating teachers to ensure quality and consistency in supporting them as they clear their credentials.

The program is designed to maximize pedagogical knowledge and skills that have been acquired in each participating teacher’s preliminary program by adding systematic opportunities for the

application and demonstration of those skills. The FACT system provides participating teachers the opportunity to grow as professionals and feel greater confidence as teachers as they meet the learning needs of all students in their classrooms. With guidance from their support providers, participating teachers explore their Context for Teaching and Learning (Module A), complete an Assessment of their Teaching Practice (Module B), carry out a comprehensive inquiry, based on their specific questions regarding their own practice (Module C) and summarize and reflect on their growth, based on results of their inquiry, data collection and identification of best practices (Module D).

Monthly collaboration and professional development seminars occur at the district office. The professional development for teacher induction includes the following seminar sessions: 1) Technology which offers all participating teachers information on relevant programs, websites and current trends, 2) SIOP seminars that provide instructional strategies, 3) Toward Equity seminars, 4) Differentiation for special populations, 5) Teach Like a Champion, and 6) Thinking Maps. All seminars are based on best practices and current available resources utilized by the district.

Candidate Competence

Candidates in the CNUUSD Teacher Induction Program are assessed using Formative Assessment for California Teachers (FACT). Their growth over two years is substantive, based on the quality of their inquiries, which are displayed and presented at the Inquiry Research Symposium every May. Growth starts initially, as participating teachers reflect on their preliminary programs and discuss with their support providers, the strengths they bring to induction. Participating teachers identify questions about their practice, based on their individual needs, and create Individual Induction Plans (IIPs) that include outcomes for students, based on differentiated instruction. Support Providers gather evidence, through observations, about candidate competence and provide timely feedback to support teacher growth. Pre and post tests used in the inquiry measure student gains, and thus signify teacher effectiveness in teaching the Common Core State Standards. As participating teachers move through FACT, they develop habits of inquiry, self-reflection and goal setting that is intended to support their professional practice.

After review of the institutional report, supporting documentation, the completion of interviews with participating teachers, completers, professional development providers, site administrators, support providers, Executive Cabinet and the Steering Committee, the team determined that all program standards are fully **Met** for the General Education and Clear Education Specialist Induction Programs.