

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

**Professional Services Division
May 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at San Juan Unified School District. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

| | Met | Met with Concerns | Not Met |
|---|------------|--------------------------|----------------|
| 1) Institutional Infrastructure to Support Educator Preparation | X | | |
| 2) Candidate Recruitment and Support | X | | |
| 3) Course of Study, Fieldwork and Clinical Practice | X | | |
| 4) Continuous Improvement | X | | |
| 5) Program Impact | X | | |

Program Standards

| | Total Program Standards | Program Standards | | |
|--------------------------|--------------------------------|--------------------------|--------------------------|----------------|
| | | Met | Met with Concerns | Not Met |
| Teacher Induction | 6 | 6 | | |

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 Documentation and Evidence
- 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: San Juan Unified School District Induction Program

Dates of Visit: April 9 – 11, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

| Previous History of Accreditation Status |
|---|
| <i>Although San Juan Unified School District has operated a Commission approved educator preparation program since 1998, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i> |

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. 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:

Program Standards

All program standards were **Met** for the Teacher Induction Program.

Common Standards

All Common Standards were **Met**.

Overall Recommendation

Having all program standards and all common standards met, it is the site review team's recommendation for **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements.

Teacher Induction

Staff recommends that:

- San Juan Unified School District’s response to the preconditions be accepted.
- San Juan Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Juan 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 Lead: | Barbara Severns Los Banos Unified School District |
| Common Standards: | Valerie Saylor Bakersfield City School District |
| Programs Cluster: | Cloetta Veney Ventura County Office of Education |
| Staff to the Visit: | Sarah Solari Colombini Commission on Teacher Credentialing |

Documents Reviewed

| | |
|---|--|
| Program Summary-Ed Specialist (2018, Year 2 Participating Teachers) | Revised General Preconditions and Program Preconditions (2017) |
| Program Summary-General Ed (2018, Year 2 Participating Teachers) | Individualized Learning Plan (2017-18) |
| Program Assessment Feedback-Ed Specialist (2015) | Site Coach Assignments (2017-18) |
| Program Assessment Feedback-General Ed (2015) | CT Caseloads (2017-18) |
| Program Assessment Changes (2017) | 2017 Credential Clearing Interview Schedule |
| SJUSD Response to Common Standards (2017) | 2017 General Education Completer Survey |
| Common Standards Feedback (2017) | 2017 Education Specialist Completer Survey |
| Revised SJUSD Response to Common Standards (2017) | Mid-Year Administrator Survey 17-18 |
| General Preconditions and Program Preconditions (2017) | Mid-Year Year 2/ECO Survey 17-18 |
| Matrix of Approved Programs (2017) | Mid-Year Support Provider Survey 17-18 |
| Special Characteristics of San Juan Unified School District (2017) | Annotated ILP Action Evidence for Elements |
| General Preconditions and Program Preconditions Feedback (2017) | Sample Growth Goals for Essential Elements 1.5 - 6.3 |
| | Induction Plan |
| | Learning Focused Conversations Documents |
| | Lesson Planning Templates |
| | Mentoring Instruments |
| | Monthly Contact Logs (Sample) |

Interviews Conducted

| Stakeholders | |
|-----------------------------------|------------|
| Year 1/ECO Candidates | 43 |
| Year 2 Candidates | 10 |
| Completers | 12 |
| District Superintendent | 1 |
| District Governing Board Members | 2 |
| Program Co-Directors | 2 |
| Consulting Teachers | 7 |
| Site Coaches | 21 |
| Intern Support Provider | 1 |
| HR, Credential Analyst, and Staff | 4 |
| Governance Panel Members | 7 |
| IHE representative | 1 |
| PD Providers | 1 |
| Site Administrators | 5 |
| TOTAL | 117 |

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

Background Information

The San Juan Unified School District (SJUSD) was created in 1960 with the merger of six school districts. The district serves a 75-square mile area covering the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Today, San Juan Unified is the 11th largest school district in California and employs more than 5,000 individuals.

SJUSD educates a diverse student population numbering over 46,000 in early learning, TK-12 and adult programs. SJUSD's population is representative of the community's diversity. In 2016,

50.5% of students received Free or Reduced Lunch. The ethnic makeup of SJUSD’s student population is illustrated in the table below:

| Hispanic | African American | White | Filipino | Multiple | Asian | Pacific Islander | American Indian |
|----------|------------------|-------|----------|----------|-------|------------------|-----------------|
| 22.4% | 8.6% | 58.7% | 1.4% | 1.3% | 5.6% | .9% | .9% |

Education Unit

The Induction Program is housed under the Division of Teaching and Learning. With a commitment to implementing the vision of the Induction program standards, the SJUSD Induction Program design is based on the ongoing research of the New Teacher Center, which calls for a comprehensive Induction Program with multiple levels of support. There are thirty-five elementary schools, eight K-8 schools, eight middle schools, and nine comprehensive high schools. Additionally, SJUSD has four alternative schools (three that offer specialized programs for students with special needs and one adult learning center). There are 8 full-release consulting teachers who support the Year 1 and ECO candidates and 46 site coaches who support the Year 2 teachers.

**Table 1
Program Review Status**

| Program Name | Number of Program Completers (2016-17) | Number of Candidates Enrolled (2017-18) | |
|--|--|---|-----------|
| | | Yr. 1 | Yr. 2/ECO |
| Teacher Induction (General Education) | 68 | 62 | 56 |
| Teacher Induction (Education Specialist) | 13 | 9 | 13 |

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report Teacher Induction Program

Program Design

The San Juan USD (SJUSD) Induction Program builds upon teacher preparation experiences and expands skill levels through a system of support. It is designed to be individualized through job embedded professional development in which candidates are provided the tools, resources, and time to meet the goals of their Individual Learning Plan (ILP). Induction candidates are matched with a highly trained mentor, who meets with them weekly for at least sixty minutes. Beyond the support of mentor, additional supports and resources in the SJUSD Induction Program include: professional learning seminars, induction events, observations of exemplary veteran teachers, and access to online resources.

The SJUSD Induction Program has two types of mentors: consulting teachers (CTs) and site coaches (SCs). CTs are released full time from the classroom and generally support Year One candidates. SCs have full time classroom teaching assignments and generally support year two candidates at their site. Site coaches are trained and supported by CTs through regular professional learning opportunities and one to one support meetings. In addition to attending training on district initiatives, CTs receive on-going training in the use of *Learning Focused Conversations* and hold weekly collaboration meetings to improve their skills in mentoring and update them on district initiatives.

The SJUSD Induction Program stays relevant to the current conditions of teaching and learning in the district through intentional design of the program's administrative components. The SJUSD Induction Program is administered by the Center for Teacher Support Governance Panel, which serves as the governing body for the program. The Governance Panel makes decisions regarding the evaluation of the program, implementation of program modifications, policy, and fiscal decisions. The Center for Teacher Support Governance Panel is comprised of seven members: two co-directors, three classroom teachers and two site administrators. One of the co-directors is the Assistant Superintendent of Secondary Education and the other is the President of the San Juan Teachers' Association. The make-up of the panel allows for strong collaboration between the SJUSD and the teachers' association as well as ensuring the perspective of current practices both in the classroom and at the school site level.

The Governance Panel meets for a full day every six weeks to attend to program needs. At these regular meetings, panel members receive updates on needs of current candidates, review program data, and discuss any needed program modifications. SJUSD uses multiple measures to make program modifications including mid- year and end-of-the-year survey data, induction event evaluations, data from the credential clearing interviews, and data from the completer surveys. Changes to the site coach training during the past two years and the development of case study rubrics were a result of the analysis of feedback from program participants.

Course of Study (Curriculum and Field Experience):

During the transition to new program standards, SJUSD uses the FAS system with Year 2 candidates to guide teachers in their growth as professionals, focusing on meeting the learning needs of all students, and becoming reflective practitioners. Participating teachers engage in individualized, job-embedded professional learning that follows a cycle of plan, teach, reflect, and apply. The New Teacher Center's FAS System supports three central processes: Understanding Context, Setting and Reflecting on Professional Goals, and Examining Practice through Inquiry. The components of standards, evidence, and criteria are the frames for each of these central processes.

For Year 1 and Early Completion Option candidates the course of study is largely defined by each candidate's Individual Learning Plan (ILP). Throughout the candidate's induction experience, with the support of the Consulting Teacher, he/she identifies areas of strength and needed growth, then creates an ILP that utilizes the California Standards for the Teaching Profession (CSTP) and the Induction program standards.

Candidates collaborate with their mentors to develop ILPs that identify areas for professional growth and then use a cycle of inquiry process to deepen their knowledge, skills and abilities around their chosen area(s) of focus. Candidates report that the support of the consulting teacher and site coaches are critical to their success. They value the immediate feedback and access to resources that assist them in their daily instruction. Both the consulting teachers and the site coaches provide weekly support to their candidates, which is captured in the monthly contact logs.

Assessment of Candidates

Candidates attend a program orientation at the beginning of the year. Those who arrive after the orientation receive an individual orientation at their school site. At the orientation, program requirements and expectations are outlined and reviewed, and candidates sign their letter of commitment.

SJUSD Induction program conducts several Induction events throughout the year. At the Mid-Year Advisement, candidates and their site coaches meet with a CT to create an action plan for meeting program requirements. After working with their CT in year one and their site coach in year two, candidates will have identified goals on their individualized learning plans related to the California Standards for the Teaching Profession (CSTP) and have measured their growth and development against the CSTP. At the end of their two year induction experience, candidates participate in a Credential Clearing Interview with members of the Governance Panel and their representatives to determine that candidates have successfully completed the induction program. A Credential Clearing Interview rubric is used as the evaluation tool. Candidates must earn a combined score of "6" to pass the interview. Candidates who do not pass may have another opportunity to successfully complete the interview. Upon successful completion of all

program requirements, a recommendation is made to the Commission on Teacher Credentialing for a Clear Credential.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, consulting teachers, site coaches, institutional and site administration, and governance panel members the team determined that all program standards are met for the San Juan Unified School District.

COMMON STANDARDS FINDINGS

| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | | | |
|--|---------------------|-----------------------|----------------------|
| Components | Consistently | Inconsistently | Not Evidenced |
| Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure: | | | |
| <ul style="list-style-type: none"> • The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks | X | | |
| <ul style="list-style-type: none"> • The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. | X | | |
| <ul style="list-style-type: none"> • The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. | X | | |
| <ul style="list-style-type: none"> • The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. | X | | |
| <ul style="list-style-type: none"> • The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. | X | | |
| <ul style="list-style-type: none"> • Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. | | X | |
| <ul style="list-style-type: none"> • The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 | X | | |

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| content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. | | | |
| <ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | X | | |
| Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Met | Met With Concerns | Not Met |
| | X | | |
| <p>Additional information applicable to the standard decision</p> <p>The San Juan Unified School District Teacher Induction Program actively involves personnel and relevant stakeholders from throughout the school district. The governance panel meets every six weeks and is actively involved in the review of data, recommendation of program adjustments, and the evaluation of the full-time release consulting teachers (CTs). The governance panel is composed of district and site administration, teachers, and the teachers' association president. The induction program is fully funded by the district; school board members report that induction is an essential part of launching their teachers' careers and that the impact on teacher practice is incalculable because the learning curve for a new teacher is intense. They collaborate with faculty at CSU Sacramento through attendance at three governance panel meetings each year to identify what is working well in their credentialing program. Induction leadership has the authority to make decisions; candidates and mentors alike note that anything they need or question they have is quickly responded to by the lead consulting teacher.</p> <p>While the school district consistently exerts effort in hiring faculty who represent diversity, many stakeholders identify that it is an area of weakness for them. They are working with CSU Sacramento to recruit diverse students into the credentialing program. They have also hired a Director of Equity and Student Achievement who is in the beginning stages of gathering social justice and demographic data. She is putting together an Equity Taskforce and will be gathering focus groups to understand why the district struggles with retaining a diverse teaching force, which is reflected in the lack of diversity in the mentors. Governing board members note that it is an area they are they are working on every day and that they are recruiting classified employees and parents to become teachers in the district.</p> | | | |

| Common Standard 2: Candidate Recruitment and Support | | | |
|---|---------------------|--------------------------|----------------------|
| Components | Consistently | Inconsistently | Not Evidenced |
| Candidates are recruited and supported in all educator preparation programs to ensure their success. | X | | |
| <ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | X | | |
| <ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. | X | | |
| <ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. | X | | |
| <ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies | X | | |
| Finding on Common Standard 2: | Met | Met With Concerns | Not Met |
| Candidate Recruitment and Support | X | | |

Additional information applicable to the standard decision

Human resources (HR) staff and the Director of Equity work together to intentionally recruit diverse candidates to become district teachers. Part of this effort includes a partnership with CSU Sacramento to attract diverse candidates into the preliminary teaching programs to ultimately teach in the district.

Candidates are advised regarding induction at the point of hire by a Human Resources (HR) technician. HR technicians interviewed shared that introducing induction to new hires and providing candidates information about the San Juan Center for Teacher Support (CTS) is a key part of the hiring process. Once CTS is notified of a candidate’s hire, mentors are assigned. Candidates and mentors initially meet at “Smooth Start” (new hire orientation) which occurs approximately two weeks before the first day of school. The consulting teacher continues advisement and guidance with the candidate throughout the year. Candidates stated that induction staff is always available to help and answer questions. Many candidates stressed their appreciation for the responsiveness they receive from induction staff.

The lead consulting teacher monitors candidates’ Individual Learning Plans, cycles of inquiry, and mentor contact sheets as well as listens to concerns from mentor. Extra support is provided to candidates who are not progressing in meeting program standards.

| Common Standard 3: Fieldwork and Clinical Practice | | | |
|--|---------------------|-----------------------|----------------------|
| Components | Consistently | Inconsistently | Not Evidenced |
| The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. | X | | |
| The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek. | X | | |
| The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program | X | | |
| · Through site-based work and clinical experiences, programs offered by the unit provide candidates with | X | | |

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|---|------------|--------------------------|----------------|
| opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. | | | |
| · Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | X | | |
| · The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | X | | |
| · Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | X | | |
| · All programs effectively implement and evaluate fieldwork and clinical practice. | X | | |
| · For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards. | X | | |
| Finding on Common Standard 3: | Met | Met With Concerns | Not Met |
| Fieldwork and Clinical Practice | X | | |

Additional information applicable to the standard decision

The San Juan Unified School District Induction Program has designed a comprehensive induction experience for all candidates that starts with building a relationship with one of the consulting teachers (CT) or site coaches (SC) who serve as the program mentors and are trained to meet the “just in time” needs of the candidates. Candidates that were interviewed reported feeling very supported immediately after hire. In addition, interviews with candidates confirmed that mentors are focused on meeting each candidate’s needs based on the students in their classroom. An Individual Learning Plan (ILP) is developed which becomes a working document guiding the candidate and mentor to focus on growth in essential elements taken from the California Standards for the Teaching Profession (CSTP). Candidate interviews conveyed the importance of ongoing reflective conversations with mentors and confirmed that mentors often guide candidates to discover solutions that enhance their professional practice. Candidate experiences include observation of successful veteran teachers, observation and feedback from the mentor, analysis of student work, self-assessment, goal setting based on strength and need, and cycles of inquiry based on improvement in essential elements. Consulting teachers and site coaches experience initial and ongoing training in their roles. They receive feedback from the governance panel and/or site administrators regarding their performance in meeting the needs of induction candidates.

| Common Standard 4: Continuous Improvement | | | |
|---|---------------------|--------------------------|----------------------|
| Components | Consistently | Inconsistently | Not Evidenced |
| The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. | X | | |
| The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. | X | | |
| Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data. | X | | |
| The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation | X | | |
| Finding on Common Standard 4: Continuous Improvement | Met | Met With Concerns | Not Met |
| | X | | |

Additional information applicable to the standard decision

Multiple data points are used on an on-going basis to implement a continuous improvement process. Both candidates and mentors identify the use of session evaluations to provide adjustments directly to follow-up sessions. The consulting teachers (full-release mentors) note that surveys are given to candidates, mentors, and site administrators to provide data that result in either immediate adjustments or adjustments to the program in the upcoming year. An example of this is the request of site coaches to receive the book *Mentoring Matters* for a book talk. This was purchased and formed the basis of site coach training the following year. The Assistant Superintendent of Human Resources notes that she has tracked the retention of teachers who have completed the induction program and 70% have remained in the teaching profession and a majority have remained in the district.

Common Standard 5: Program Impact

| Components | Consistently | Inconsistently | Not Evidenced |
|--|---------------------|--------------------------|----------------------|
| The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. | X | | |
| The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students. | X | | |
| Finding on Common Standard 5: Program Impact | Met | Met With Concerns | Not Met |
| | X | | |

Additional information applicable to the standard decision

Candidates in the Induction Program collaboratively design an Individual Learning Plan (ILP) with their mentor and site administrator input. The candidate and mentor use the ILP as a guide for ongoing professional learning based on the needs of the teacher in his/her assignment. An ILP rubric is used to ensure candidates meet expectations in the areas of research, cycles of inquiry, and end of year reflection on CSTPs. Mentors submit monthly induction contact sheets to the lead CT summarizing services and progress. The induction experience ends with the credential clearing interview which includes a rubric which addresses the essential elements of the CSTP. Mentors and candidates interviewed shared that both mentors and candidates focus on ongoing learning and improvement of practice.

The superintendent, co-directors, board members, the governance panel and site administrators all emphasized the impact of the Induction Program on both improved teaching practice and stronger student outcomes. Induction is viewed by these stakeholders as integrated into the entire district system.

INSTITUTION SUMMARY

The San Juan Unified School District Teacher Induction Program is a job-embedded program with strong mentoring support. It is a program that continually evolves to meet the instructional and emotional needs of the teacher candidates. The program is supported from all areas of the school district, from the district governing board to the governance panel. Candidates are provided clear guidance and know what they need to complete in order to earn their clear credential. Site coaches are supported through training and assistance from the consulting teachers. District-wide professional development offerings support the candidates in the attainment of their ILP goals. A clear connection with site initiatives and goals is identified through triad meetings with the candidate, mentor, and site administrator.