

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Santa Monica-Malibu Unified School District**

**Professional Services Division
June 2015**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Santa Monica-Malibu Unified School District. The report of the team presents the findings based upon reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** 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	Not applicable		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	4	2	0
Education Specialist Clear 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: Santa Monica-Malibu Unified School District

Dates of Visit: May 13-15, 2015

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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

The team reviewed the eight Common Standards related to the General Education (MS/SS) Induction program to determine if standards were met, met with concerns, or not met. The team found that all Common Standards were found to be **Met** with the exception of Common Standard 4, which was found to be **Met with Concerns**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the teacher induction program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The team found that all program standards are **Met** with the exception of General Education Induction Program Standards 3 and 6 which were **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, candidate portfolios, and interviews with program leadership, district administrators, private venues, school site administrators, Human Resources personnel, support providers, participating teachers, and completers. Due to the findings of Common Standard 4 being **Met with Concerns** and General Education Induction Program Standards 3 and 6 **Met with Concerns**, the team unanimously recommends a decision of **Accreditation with Stipulations**.

The team recommends the following stipulations:

- 1) The institution provide evidence that it implements a well defined and consistent process for the selection of support providers.
- 2) The institution provide evidence that it implement a process that provides feedback to support providers on their work and communicates to them whether they will be retained or released.
- 3) The institution provide evidence that it has developed and implemented a system to ensure that all candidates have assignments that include settings where they can demonstrate the skills and knowledge required in the areas of diversity, English learners and students with special needs.
- 4) The institution update their common standards narrative and program standards document to reflect current implementation

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.
- Santa Monica-Malibu USD be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Santa Monica-Malibu USD continues 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:	Monika Hazel San Marcos Unified School District
Common Standards:	Manjit Singh Fresno County Office of Education
	Loy Dakwa Antelope Valley Union High School District
Program Sampling:	Robin Bates Imperial County Office of Education
Staff to the Visit:	Gay Roby CTC Consultant

Documents Reviewed

Biennial Reports and CTC Feedback	Participating Teacher Calendar
BTSA Coordinator Job Description	Participating Teacher Needs Assessment
Budget	Participating Teacher/Support Provider Matches
Candidate Portfolios	Portfolio Rubric
Cluster Meeting Agendas	Preliminary Report of Findings
Common Standards Narrative	Professional Development Agenda
CSTP Self Assessments	Professional Development Attendance Log
Early Completion Option documents	Professional Development Calendar
FACT Cycle Chart-Year One and Year Two	Professional Development Evaluation Sheet
FACT Documents	Professional Development PowerPoints
Induction Completion Letter	Professional Development Sign In Sheets
Induction Standards Self Assessments	Program Assessment Feedback
Meeting Agendas	Program Mission Statement
MOU	Program Standards Narrative
National Board Certified Teacher Options for Professional Development Activities	Program Summary
New Employee Checklist	Survey Results
New Teacher Academy Flier	Virtual Evidence website
Organizational Chart	Working Conditions Letter
Orientation Agenda	

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Candidates	8	7	15
Completers	4	0	4
Employers	7	0	7
Institutional Administration	4	1	5
Program Coordinators	2	0	2
Professional Development Provider	0	9	9
Support Providers	12	6	18
Advisory Board Members	6	0	6
Credential Analysts	1	0	1
Total			67

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

Background information

Santa Monica is a beachfront city in western Los Angeles County. The city is named after the Christian saint, Monica. Situated on Santa Monica Bay, it is bordered on three sides by the city of Los Angeles – Pacific Palisades to the north, Brentwood on the northeast, West Los Angeles and Mar Vista on the east, and Venice on the southeast. Santa Monica is home to many Hollywood celebrities and executives and is a mixture of affluent single-family neighborhoods, renters, surfers, professionals, and students. Partly because of its agreeable climate, Santa Monica had become a famed resort town by the early 20th century. The city has experienced a boom since the late 1980s through the revitalization of its downtown core and significant job growth and increased tourism.

Malibu is an affluent beach city to the north of Santa Monica. Malibu consists of a 21-mile strip of prime Pacific coastline. Nicknamed "the 'Bu" by surfers and locals, the community is famous for its warm, sandy beaches, and for being the home of many Hollywood movie stars and others associated with the entertainment industry.

Santa Monica-Malibu Unified School District is in Santa Monica, California. The district serves the cities of Santa Monica and Malibu. It has ten elementary schools, two middle schools, three high schools, an adult high school, and an alternative school.

Santa Monica Malibu USD reported student race/ethnicity in 2013-14 as 51.6% white, 29.5%, Hispanic or Latino, 6.4% black or African American, 5.8% Asian, 5.5% two or more races, 0.7% Filipino, 0.3% Native Hawaiian or Pacific Islander, American Indian or 0.2% Alaska Native and 0.2% had none reported. For the 2011-12 year, the last year that this data was collected on teacher race/ethnicity, the district reported 65.9% white, 16.6% Hispanic or Latino, 4.7% Native

Hawaiian or Pacific Islander, 4.7% black or African American, 4.7% none reported, 2.3% Asian, 0.5% two of more races, 0.4% Filipino and 0.2% American Indian or Alaska Native.

Education Unit

The Human Resources department serves as the education unit for Santa Monica Malibu Unified School District's two induction programs. The General Education (MS/SS) Induction Program has been serving the district's teacher since 2004 while the Education Specialist program was recently approved in 2014 and is in its first/second year of implementation. Currently, the general education induction program has 11 participating teachers while the Education Specialist clear induction program has eight. The district employs 18 support providers for both programs and 12 professional development providers.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled (2014-15)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	9	11	CTC
Education Specialist Clear Induction	Advanced	0	8	CTC

The Visit

The visit took place at the Santa Monica Malibu district office in Santa Monica from May 13-15, 2015. The site visit review team consisted of a Team Lead, two Common Standards review members, and one program sampling review member. The state consultant supported the program review via an electronic platform. No unusual circumstances occurred during this review.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

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

The Santa Monica-Malibu School District (SMMUSD) provides a comprehensive two-year induction program that is based on research from the California New Teacher Project, the California adopted standards and the SMMUSD vision of "extraordinary achievement for all students while simultaneously closing the achievement gap." All stakeholders including the Superintendent, Assistant Superintendent of Human Resources verified that Induction is a district priority.

The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability.

This vision provides newly credentialed teachers with ongoing support including regular large group professional development opportunities, one on one counsel and assistance from support providers, and multiple opportunities for collaboration with colleagues.

Stakeholders and program documents provide a clear picture of the strong collaboration among the Induction Program, Curriculum and Instructional Services and Human Resources departments. The shared vision of these departments guides the organization, coordination and governance of the program. The Advisory Council, composed of the program co-coordinators, site administrators, Assistant Superintendent of Human Resources, support

providers, participating teachers and Santa Monica-Malibu Classroom Teachers' Association representative, meets throughout the year and is involved in program revision, development and evaluation activities. The advisory council serves as the primary sounding board for constructive criticism for any programmatic changes in addition to reviewing and providing feedback for all participating teacher portfolios. Council members reported numerous program changes based on feedback they had provided.

The teacher induction co-coordinators have the authority and responsibility to develop and oversee the following; candidate admission, credential recommendation, program calendar creation, professional development opportunities, and support provider selection (with input from Site Administration). The program budget and larger programmatic staffing decisions are the responsibility of the Assistant Superintendent of Human Resources

Stakeholders report a thorough credential recommendation process that assures candidates have met all requirements. The co-coordinators and credential analyst conduct personal new hire interviews, review candidate inquiries, and monitor professional development participation for each program participant. Formal reviews of candidate work and accompanying advisement regarding remediation and next steps are done at least twice a year by the Advisory Council with written documentation provided to the candidate regarding portfolio completion. Upon completion of all requirements a recommendation for a professional clear credential is sent to the Commission on Teacher Credentialing through the Human Resources Department. Those candidates that have not met all requirements over the course of the program can request an extension and work with the Co-coordinators to create a timeline and plan for completion.

The Commission on Teacher Credentialing (CTC) requires that the program keep an updated program narrative and common standard document. The team noted the SMMUSD documents presented for the review did not reflect the current program implementation.

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 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.

SMMUSD employs a multi-layered assessment system to evaluate the program and unit. Stakeholders, such as members of the advisory council, support providers, and participating teachers reported that surveys are administered after each professional development session, induction meetings, support provider workshops, and other events to evaluate program performance. They indicate that changes are implemented via a needs-assessment plan that originates from survey data. In addition, mid- and end-of-year surveys are administered to assess candidate progression within the Formative Assessment System for California Teachers (FACT) and the means by which they can improve their performance.

Interviews with members of the Advisory Council along with agendas indicated that the Advisory Council meets three times per year and is actively involved in monitoring and assessing the effectiveness of the program based on the data collected. Examples of program modifications and improvements based on Advisory input included: the analysis of participating teachers' Individual Induction Plan goals and focus questions; the identification of professional development sessions that were necessary to assist teachers in their action research; the move to utilize content area experts for specialized professional development; and the review of participating teachers' portfolio samples that resulted in a decision to increase the depth of inquiry projects.

A review of the 2012 and 2014 Biennial Reports, participating teacher portfolios, and interviews with program staff and advisory council members verified that data are regularly collected to assess candidate competence and program completion performance. Participating teachers set professional goals outlined in an Individual Induction Plan and the support providers and directors provide feedback to participating teachers on the progress of their work. At the end of each semester, support providers formally review the participating teachers' portfolio for evidence and provide feedback to them via a checklist form.

Interviews with members of the advisory board, professional development providers, participating teachers and support providers indicate that routine feedback surveys are employed to collect data on program effectiveness. In instances, where there was dissatisfaction with the program, participating teachers reported that the issues were promptly remedied by the program coordinators. A review of participating teachers' portfolios revealed that there was a midyear portfolio review toward their progress in the formative assessment system, and an end-of-year review to assess candidate proficiencies and competence. Participating teachers were provided with commendations and recommendations toward continued improvement in an effort to strengthen program effectiveness.

Standard 3: Resources**Met**

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

Findings

The 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.

Interviews with the Superintendent and the Assistant Superintendent of Human Resources of the Santa Monica-Malibu Unified High School District validated the commitment and full support for the induction program. The district strives to provide the necessary budget, qualified personnel, facilities and other resources to operate a comprehensive educator induction program. There is an ongoing commitment by district leadership to fund induction. Documentation on how the induction program aligns with the Local Control and Accountability Plan (LCAP) was presented to the superintendent and senior cabinet. and district leadership validate the commitment and full support for the overall operation and monitoring of the induction programs.

The personnel services expenditure report outlines line items that indicate sufficient resources are allocated for effective operation of the general education and clear education specialist induction programs. Funds for coordinating the program are used to cover the cost of personnel expenses, which include salaries, professional development expenditures, release time and travel expenses for support providers and coordinators.

The team noted that the program assessment document for the General Education Induction Program and common standards narrative had not been updated and there was limited evidence available for the site review. This resulted in the team questioning the current design of half time program director and half time site administration. Each role has extensive job responsibilities. The team noted that stipends for support providers are handled in two different manners; National Board Certified Teachers are required to provide only 20 hours of support while support providers receiving a stipend for their work are not given a specific number of hours. This could result in a lack of equity regarding support for participating teachers.

The induction programs ensure that sufficient informational resources and related personnel are available to meet program and candidate needs. The program has in place two half-time induction coordinators who oversee the daily operations of the induction system and liaise with coordinators of curriculum and instruction and personnel services to coordinate the mandates of the program and credentialing requirements. Interviews with professional development providers reveal that professional development planning meetings are held with the coordinators to discuss the induction program. They find these meetings valuable, since the collaboration enables them to meet the needs of the participating teachers. In addition, site administrators and participating teachers commented on the availability of resources upon request, such as the need for additional release time and classroom management support.

The co-coordinators reported having access to resources from departments in the district, including, but not limited to, location assistance from maintenance and operations, budgetary assistance from the fiscal department, technical support from the Technology Department, materials' assistance from the Purchasing Department, program support from the senior office staff in the Human Resources Department and curricular and professional development support from the Special Education and Educational Services Departments. Interviews with human resources personnel and special education department personnel indicated that there is close and frequent collaboration with the program co-coordinators regarding specialized needs of the participating teachers, which are readily addressed.

District and program leadership interviews indicated that meetings are held at the end of the fiscal year to determine the upcoming year's needs and resources. Based on the items and resources that are identified, budget allocations are then made to cover purchases that are necessary for the next fiscal year. In the event of a shortfall, adjustments are made to cover any unexpected costs. A review of the personnel expenditure report showed line item entries for program expenses.

Standard 4: Faculty and Instructional Personnel

Met with Concerns

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

After reviewing a variety of supporting documents, such as job descriptions for the program co-coordinators, support providers, and professional development providers, and interviews with each stakeholder, the team determined that qualified persons are employed and assigned to provide professional development, and support participating teachers in classroom practice. Only those who have the knowledge and skills to meet the needs of participating teachers within their specific teaching assignments are selected to be support providers. Documents describing the selection process and interviews clearly indicate professional development providers and support providers have current knowledge and provide quality teacher support. The selection process employed by the district ensures competent and knowledgeable support providers, many of whom are National Board Certified Teachers.

The Santa Monica-Malibu Unified School District hires support providers who are knowledgeable and experienced in their craft. They include a combination of National Board Certified Teachers and other veteran teachers who provide mentoring and model best practices for the participating teachers. Participating teachers reported having great satisfaction with the support provider with whom they were paired. In addition, interviews with the participating teachers, members of the advisory council and support providers consistently revealed that participating teachers are paired with a support provider according to credential authorization and geographic proximity to the extent that this is possible. Participating teacher evaluations of the program indicate that an understanding of grade level, subject area, and the availability of a support provider on site are primary concerns of participating teachers, which are promptly addressed by program leadership in the matchmaking process.

To attract teacher candidates from diverse settings, the program advertises its teacher vacancies through EdJoin.com. The job posting indicates that candidates need to be Cross-Cultural, Language and Academic Development (CLAD) certified and authorized to teach English learners. A review of a detailed job description form for hiring indicates, among other desired qualification, that teachers need to have the “ability to work with a diverse population.” Program leadership reported that both support providers and professional development providers are reflective of the diverse society in SMMUSD, and are knowledgeable of the various levels of diversity in both the teaching profession as well as our student population. Professional development calendar records indicated that training was offered in culturally relevant practices, which addressed bias in the classroom. Participating teachers reported strong positive feedback about the training and felt that it was effective in their work with a culturally diverse student population.

The program co-coordinators reported that support providers and professional development providers are current teachers, site or district administrators who are No Child Left Behind (NCLB) compliant. This status indicates they have a thorough grasp of the academic standards, frameworks and accountability systems that drive our public schools. Furthermore, the co-coordinators as well as the professional development providers verified that prior to professional development sessions, planning meetings are held, during which the team collaborates on goals for the session to ensure that induction standards are addressed.

Support providers, professional development providers, and the induction program co-coordinators reported having several opportunities to collaborate together and within their stakeholder groups at support provider trainings, professional development planning meetings, and professional development sessions. Furthermore, the co-coordinators are members of Cluster 4 and regularly attend regional meetings. Materials, resources and updates obtained from these cluster meetings are shared with the local program stakeholders. In addition, the Santa Monica-Malibu BTSA Induction Program coordinators attend institutions of higher education (IHE) collaborative meetings to remain apprised of teacher preparation programs' operations. An examination of agendas, minutes and handouts indicated active participation at these cluster and IHE events.

During interviews with support providers, they reported that the program co-coordinators facilitated training in FACT at the beginning and throughout the school year. They specifically appreciated that the training was offered in modular increments well in advance of the training offered to the participating teachers. As such, the support providers received initial training and had opportunities to refresh their knowledge during the participating teachers' session. Support providers also reported that the co-coordinators fostered strong collegiality within their mentoring group. The support providers also reported that the induction co-coordinators are generally accessible whenever support is needed in all aspects of their mentor roles.

Interviews with the induction program co-coordinators indicated that support providers were evaluated based on the results of the mid- and end-of-year participating teacher evaluations but the team could find no evidence of such evaluations being communicated to the support providers. In addition, the co-coordinators reported that the level of work completed by the participating teachers was used to assess the quality of the support providers' performance. Further, a review of the support provider contact logs enables the co-coordinators to identify strengths and weaknesses in the participating teacher and support provider's mentoring relationship. During interviews with support providers, they revealed not receiving any feedback on their performance, but felt that their performance was acceptable if they were allowed to continue serving participating teachers.

The team found that the criteria utilized to evaluate support providers exists however use of the criteria is unclear. Support providers reported they did not receive direct feedback on their work and assumed work was proficient only if they were retained for the following year. Further, there was no evidence of recognizing excellence.

Rationale

The team was unable to find evidence of the consistent implementation of well defined and consistent support provider selection process. Additionally, there was no evidence of feedback provided to support providers on their work and the criteria to evaluate the services of support providers are unclear.

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

As verified through the interview of the credential analyst, the participants' admission process to the Santa Monica-Malibu Unified School District Induction Program is based on well-defined admission criteria and procedures, including all Commission-adopted requirements. The participants must hold a Preliminary Teaching credential to be enrolled into the SMMUSD Induction Program. Teachers who will require participation in teacher induction are made aware of that fact. The analyst verifies the credential and calls in the candidate for a meeting. The analyst goes through the New Hire Checklist. New teachers who are eligible for induction are identified and referred to the induction co-coordinators. The induction co-coordinators contact the prospective participating teachers regarding their participation in SMMUSD's annual New Teacher Academy. Teachers who will require participation in teacher induction are made aware of that fact.

The district follows federal and state non-discriminatory hiring practices. SMMUSD posts all teaching positions on Edjoin.org, a national website for hiring in education. The posted job descriptions state that diverse candidates are encouraged to apply. As evidenced by reviewing the job description, candidates having the ability to work with a diverse population are considered a desirable qualification. As mentioned above, potential teachers complete applications for certificated employment through Edjoin.org. Candidates who meet the job criteria are selected and invited to an interview done by site administrators. If a suitable match is found through the interview process, the information is passed to the credential analyst.

As described in the program narrative and verified through interviews, the program assures candidates' pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences through each candidate's possession of a valid preliminary credential during the admission/hiring process.

Standard 6: Advice and Assistance**Met**

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

Findings

The goal of advice and assistance is to make all induction information accessible and to guide each participating teacher to the successful completion of all program requirements, as was confirmed through multiple interviews and reviewed in various surveys. The Santa Monica-Malibu Unified School District's Induction Program Leadership members and appropriate district personnel are assigned and available to provide the necessary advisement and support throughout a participating teachers' induction experience. Through document analysis and participating teacher, support provider, and completer interviews, it was confirmed that all members of the unit have the tools and training necessary to provide advice and assistance to all applicants and candidates. Additionally, the caring, patient, and prompt nature of the program co-coordinators was noted throughout multiple surveys and interviews. The participating teachers interviewed reported that they felt very supported by the induction co-coordinators.

The institutional support and assistance begins at the point of hire of teachers in SMMUSD. Once an employee has secured the necessary documentation and arrives at the district office to sign his/her contract and set up his/her formal employment in the district, or when an existing employee makes an appointment to submit preliminary credential paperwork for the state, the credential analyst discusses the teacher's credential status and informs him/her of the requirements to clear a credential and of potential eligibility for the teacher induction through SMMUSD. Several participating teachers and completers mentioned through interviews that they were grateful for the opportunity and support they received through their district. Through interviews it was confirmed that upon hire, the credential analyst in the certificated Human Resources department identifies teachers for participation in the SMMUSD Induction Program. The credential analyst then sends the appropriate documentation on each potential induction candidate to the induction co-coordinator, in which they will contact the participating teachers regarding next steps.

Through an interview with the credential analyst it was confirmed that once the potential teacher induction candidates are identified and referred to the induction co-coordinators, the induction co-coordinators makes contact. The induction co-coordinators contact new teachers via email about the New Teacher Academy. Participating teacher interviews verified that this New Teacher Academy served as a formal orientation offered at a session at the start of the school year. Agendas reviewed at the site visit showed that topics covered included information on the following: potential candidates are notified of the requirements of the Induction program, the participating teacher's responsibilities, the timeline of the district's opportunities to fulfill the credential requirements, and the need to make a decision about enrollment in an induction program. Enrollment for SMMUSD Induction includes the completion of a Memorandum of Understanding (MOU) with SMMUSD Induction. The MOU reviewed at site visit verified that the induction program agrees to provide supportive assistance and confidential help to participating teachers and the participating teacher agrees to request special assistance to complete program requirements.

As confirmed through various interviews, surveys, and document analysis, the SMMUSD Induction Program provides ongoing support and assistance to candidates. Several

participating teachers' interviews confirmed that candidates felt supported and guided in the program, starting with the New Teacher Academy. The requirements were made clear and their support providers were knowledgeable of program requirements. Surveys also revealed that induction co-coordinators were knowledgeable, patient and very prompt with their assistance. The interviewees revealed that it is always an open door policy with the induction co-coordinators and they feel comfortable going to them for support, assistance, and any other concerns as they arise. Should a participating teacher be found to be struggling with the program's requirements, the support provider, program co-coordinators and candidate supervisor meet to determine possible action.

Participating teachers receive progress and performance reports at the time of their portfolio reviews and after classroom observations from their support provider. The advisory committee and induction co-coordinators serve as portfolio evaluators. The participating teacher portfolios are reviewed twice a year and feedback is provided via feedback sheets. The feedback, as evidenced by the site visit team, is thorough. The comments from the evaluators include commendations as well as areas for improvement. As evidenced by reviewing completed participating teacher portfolios, several were asking for edits and for more information to be documented. Participating teachers also receive feedback from their support providers after classroom observations and during the Post Observation debrief as heard in participating teacher interviews. The post observation debrief allows them to choose a focus area for further consideration.

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 SMMUSD Induction program implements the FACT system, with accompanying professional development offerings, teacher observations, peer to peer networking, support provider collaboration, candidate assessment on the Continuum of Teaching Practice, and focused work on the Common Core State Standards. All these elements were observed in documents and or interviews during the site visit. Several teachers commented that the inquiry process in the FACT system allowed them to gain a much deeper understanding of the Common Core standards and thus educate and support their students effectively. The Continuum of Teaching practice was noted as a useful tool to monitor one's own growth as a practicing teacher. Several participating teachers stated in their interviews that they had to write down evidence of how they were meeting certain CSTP and at times they were not able to come up with that evidence. When they looked at it again after some time, they realized

they had progressed and developed and were now able to document their evidence. The mid year and end of the year portfolio reviews also allow participating teachers to demonstrate their skills to support and educate all students. When that documentation seemed lacking, participating teachers were asked to edit and resubmit. This type of feedback was witnessed in the portfolio feedback forms available for the team to review.

The SMMUSD induction co-coordinators select the most effective personnel to assist participating Teachers throughout Induction. Support providers are selected based on multiple criteria, including being credentialed in the area in which they will be providing support, administrative recommendation, and the induction co-coordinator’s knowledge of the support provider. The induction co-coordinator matches participating teachers with their support providers soon after they have enrolled in the program. As per interviewees with participating teachers, the matches were made quickly and they were informed via email. Several participating teachers commented on their support providers being on the same site and the ease of their relationship. Survey results reviewed during the site visit also revealed similar comments and also praise for their support providers that were in similar grade levels. Participating teacher feedback was taken into consideration when any concerns arose in regards to the participating teacher and support provider match. As discussed in a participating teacher interview, one pair stated that when they wanted to be the only participating teacher assigned to a support provider, the move was made quickly in collaboration with their feedback.

Through analyzed documents and conducted interviews, it was determined that the induction co-coordinators handle the selection of support providers through individual invitations; once “tapped”, the potential support provider completes the rest of the application process. A formal process involving co-coordinators collaborating with district and site administrators for nominating and selecting effective support providers is not currently in place.

As confirmed in the completed FACT documents viewed on participating teacher flash drives, various FACT module activities ask participating teachers to address the individual needs of all students to improve learning. Participating teachers complete a Context for Teaching Module in which they closely examine their links to their Class, School, District, and Community Profile. Participating teachers consider the background experiences, languages, skills, and abilities of their students through a variety of means: standardized testing scores, portfolios of work, report cards, and one-on-one communication.

In the Inquiry module, participating teachers also complete research based inquiries, which were read and approved by induction co-coordinators and portfolio evaluators. The participating teachers also share their Individual Induction Plans at the colloquium with fellow candidates and administrators. Participating teachers also mentioned in interviews, that having the site administrator complete the site orientation with them was useful in getting to know their school and community.

Standard 8: District-Employed Supervisors

Not Applicable

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 8 is not applicable to second tier programs.

Standard 9: Assessment of Candidate Competence

Met

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

Findings

Induction candidates participating in the Santa Monica-Malibu Unified School District Induction program strive to demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. Throughout the two-year induction experience participating teachers are provided with the required completion components through ongoing collaborative processes. Candidates work with the program co-coordinators for verification of program requirements, with support providers for completion of the formative assessment system, and with professional development providers for targeted improvement of their professional practice. This was confirmed through interviews with participating teachers, support providers, program completers, the program co-coordinators, and through examination of Participating Teacher portfolios during the site visit. During interviews, completers and participating teachers reported that the various modes of support were key to their ultimate success.

Data gathered over the two-year experience allows support providers, the advisory council and the program co-coordinators to guide participating teachers in planning appropriate instruction for all students, as well as to utilize the state-adopted academic standards. The formative assessment system (FACT) utilized in the SMMUSD Induction Program provides multiple opportunities for Participating Teachers to take part in focused professional growth activities, collect evidence surrounding the CSTP and Induction Standards 5 and 6, as well as receive individualized support from a trained support provider. Reflection and continuous discussions surrounding collected evidence allow participating teachers to make professional judgments about their teaching practice. A thorough review of portfolios submitted by participating teachers, as well as stakeholder interviews confirm appropriate implementation of the FACT system and demonstration of program requirements. Evidence also confirms support in meeting state-adopted academic standards as each participating teacher's FACT inquiry includes objectives from the California-adopted Common Core state standards as well as the California-adopted ELD standards. Participating Teachers receive formal feedback twice a year from program leadership, including the advisory team, regarding their submitted work that is thoughtful and support providers report leads to more reflective conversation.

The SMMUSD Induction program has a program completion process that ensures that each candidate recommended to the Commission on Teacher Credentialing has met the clear credential requirements. The program provides a timeline with multiple opportunities for regular networking sessions, as well as advice and assistance so that candidates, with support provider guidance and feedback, complete the formative assessment documentation. At the Colloquium (final meeting of the year) each participating teacher receives back his/her portfolio with an advisement document, known as the End of the Year Portfolio Letter that explains whether or not the participating teacher has successfully completed his first or second year. If the participating teacher has not completed the work successfully, suggestions are provided so the participating teacher has time to go back and provide any additional documentation needed, or to modify what had been submitted. As noted by the credentials analyst and program co-coordinators, these documents, in evidence at the site visit, provide candidate and program accountability and indicate whether or not the candidate met all requirements.

As confirmed in interviews with the human resources department, induction verification forms are prepared for the second year candidates who have completed all requirements. These are signed by the Assistant Superintendent of Human Resources, and submitted electronically to the CTC by the district credentials analyst.

Program Reports

General Education (MS/SS) Induction Program

Program Design

The Santa Monica-Malibu Unified School District (SMMUSD) is the lead educational agency for the Santa Monica-Malibu Unified School District Teacher Induction Program. SMMUSD is comprised of sixteen schools within the cities of Santa Monica and Malibu. The leadership, as described by participating teachers, is both shared and responsive. The teacher induction program located within the Human Resources Department in SMMUSD is committed to providing participating teachers an experience that meets their needs as they leave their teacher preparation programs and enter the education profession with classrooms of their own. The Induction program leads participating teachers through a series of experiences to further develop their craft, thus preparing them to be lifelong learners and to meet the learning needs of all students. Interviews with various stakeholders confirmed that not only does the induction program meet program requirements but that it satisfies district needs and initiatives as well.

An Advisory Council, consisting of administrators, support providers, IHE representative, and the Induction program co-coordinators, is advised of all data collected, both positive and negative, and serves as a sounding board for the induction co-coordinators. The Council provides input regarding potential improvements through multiple lenses. During interviews it was confirmed that council members take an active role not only in the program design, but in the determination of program completion for the program's candidates.

The induction co-coordinators lead the day-to-day operations of the program and facilitate regularly scheduled advice and assistance meetings for participating teachers and their support providers. Each co-coordinator serves as a site administrator for 50% of their job assignment and as a co-coordinator for the teacher induction for the other 50%. This may have affected their ability to devote adequate time to the administration of the program, as evidenced by outdated program narratives and limited evidence available for the review team.

District experts provide professional development trainings for enrolled participating teachers and support providers. Professional development that meets both induction requirements and district needs leads to classroom application as evidenced by the participating teachers' inquiry action plans and affirmed through interviews with all stakeholders. Participating teachers improve their professional practice over time with focused, on-the job application of the California Standards for the Teaching Profession (CSTP) and the induction program standards in order to provide students with effective instruction to master the state-adopted academic standards at high performance levels in the context of the participating teacher's grade level/subject matter emphasis and district policies and initiatives.

The co-coordinators are instrumental in providing ongoing communication and collaboration with site administrators regarding site administrator roles and responsibilities. Interviews with site administrators confirm that such communication is welcome and ongoing. The program co-coordinators also maintain communication both formally and informally with several major Institute of Higher Education (IHE) partners. Meeting agendas/minutes support that communication and collaboration occurs multiple times a year through cluster and IHE collaborative meetings.

Classroom-based support providers guide participating teachers through the Formative Assessment for California Teachers (FACT) system and optimize their participating teacher's development as professional educators. Interviews and review of program documents confirm that the formative assessment system is being appropriately implemented. Nearly half of the support providers are National Board Certified Teachers while the other half submit applications to be selected as support providers. NBCT are expected to "give back" to the district through 20 hours of non-compensated service. The remaining support providers are classroom teachers, who receive a stipend. However, this group is given no guidance regarding the number of service hours expected of them. Additionally, no evidence was found that support providers receive feedback on their work or that only competent ones are retained.

Course of Study

The SMMUSD Induction program uses the state's formative assessment system as the program's curriculum. The Formative Assessment System for California Teachers (FACT) is a two-year recursive process that helps new teachers improve their professional practice, now that they are teachers of record. They are supported in these activities by an assigned support provider who coaches them in a one-on-one basis. Participating teachers noted that the reflective conversations with their support providers are instrumental in their success as a new teacher to the classroom.

The FACT system contains performance-based, job-embedded modules to support participating teachers as they move forward in their practice. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the *California Standards for the Teaching Profession* and the Induction Standards while also incorporating Common Core State Standards.

In FACT's Context for Teaching and Learning module, participating teachers learn about their environment including the resources and challenges it offers. With the guidance of their support providers, they gather information and discuss the implications of their findings regarding their classroom, school, district, and community. The information gathered guides instructional and management decision-making, and help identify areas for professional growth. Participating teachers noted the value of learning more about their students and school during this module.

Another module, Inquiry, asks participating teachers to design a series of lessons around a particular content and Induction standard. Within this module, the participating teachers also choose three students to focus on--an English learner, a special needs student, and an average student. As verified in participating teacher interviews, the candidates found this process extremely helpful to understand the various diversity of their students. However, portfolio feedback sheets and completer interviews revealed a participating teacher without an EL student during his participation in the program. Portfolio feedback excused the participant from fulfilling this requirement, but was still recommended for the clear credential. There is no evidence of a system that verifies teacher assignments to ensure access to EL students in order to complete program requirements.

The Assessment of Teaching and Learning Practice (ATP) is the bridge between teacher preparation and induction programs, comparing the outcomes and processes of each. During this module, participating teachers consider the knowledge and skills acquired during teacher preparation and evidence gathered by their support provider during a classroom observation. Self-assessment helps participating teachers identify strengths and areas for growth leading to the development of an Individual Induction Plan (IIP) that is used in subsequent inquiries. In addition, participating teachers and their support provider identify resources and types of support needed to meet participating teachers' professional growth goals. Both participating teachers and support providers reported that classroom observations helped them better understand the strengths and challenges of each participating teacher's teaching.

The inquiries within FACT are a structured series of teaching activities in which participating teachers work collaboratively with their support provider to develop their professional growth plans through the Individual Induction Plan (IIP). A CSTP-based inquiry question leads to an action plan, reflection, and application of new learning. Participating teacher results are used to guide future professional development. The overall goal of the Inquiry is for participating teachers' instruction to have a positive impact on student achievement. District and program

leadership expressed satisfaction with the FACT system and the impact inquiry has had on their teachers' everyday practice.

During the final module, the Summary of Teaching and Learning Practice, participating teachers reflect on and summarize the growth made during Induction. Support providers assist them in the selection of significant work that illustrates their growth over the last year. This selection enables participating teachers to showcase and discuss their newly acquired professional insights and skills as they reflect on their work and learn from the expertise of others. The module illustrates and celebrates the work of both the participating teachers and their support providers as collaborative teaching professionals, which is showcased in the district's annual Colloquium. Site administrators reported their regular attendance at the colloquium as a means of supporting the program and in seeing the growth in their participating teachers as well.

As a part of the SMMUSD Induction program, participating teachers have access to professional development opportunities sponsored by either the induction program or the district. These sessions are facilitated by the district professional development providers and focus on new teachers needs. Possible opportunities include literacy development, mathematics instruction, special education needs, English learner assistance, technology support and classroom climate management. These opportunities are provided based on a needs assessment survey that participating teachers respond to at the beginning of each school year. This allows teachers to self- assess and for the induction co-coordinators to determine which types of professional development providers are needed to further enhance the teachers' skill set regarding state-adopted academic standards. During interviews, professional development providers indicated a strong collaboration with induction co-coordinators regarding the differentiated needs of the participating teachers that are addressed during the professional development trainings. Participating teachers confirm the effectiveness of the professional development and often attended more than required in order to take full advantage of the expert offerings.

Assessment of Candidate Competence

Participating teachers collect and maintain all FACT documents and evidence supporting demonstration of induction program standards in a structured order on a flash drive. The participating teacher's formative assessment work and supporting evidence is reviewed through weekly meetings with their assigned support provider as reported by interviewed support providers. In addition, participating teachers, along with their support providers, participate in portfolio reviews twice annually where their formative assessment work and progress through the program requirements is monitored. During each of the reviews, the advisory council and induction co-coordinators utilize an induction portfolio checklist to assess completed FACT activities finished to date and provide feedback regarding the participating teacher's work. Advisory council members reported that they take this task very seriously, receive training and calibration, and their review is not just a rubber stamp method of approval. When additional assistance is needed, as determined by participating teacher surveys completed at the time of each portfolio review, the induction co-coordinator, and potentially site administrators, intervenes to ensure participating teachers are able to complete program requirements.

Once a programmatic review of candidate work has been accomplished and the candidate's work is deemed complete, the co-coordinators make the final program completion decision. Induction Verification forms are prepared for the candidates who have completed all requirements, are signed by the assistant superintendent of human resources, and submitted electronically to the CTC by the district credentials analyst.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Multiple Subject Programs except for the following:

Standard 3: Support Providers and Professional Development Providers - Met with Concerns

The team was unable to find evidence of the consistent implementation of a well defined and consistent support provider selection process. Additionally, there was no evidence of feedback provided to support providers on their work and the criteria to evaluate the services of support providers are unclear.

Standard 6: Universal Access - Met with Concerns

The team could not find evidence of a process to verify that each participating teacher has access to an English learner student in order to demonstrate Program Standard 6a Teaching English Learners or to a Special Population student in order to demonstrate Program Standard 6b Teaching Special Populations.

Education Specialist Clear Induction

The Education Specialist Clear Induction program is in its first year of implementation and did not have sufficient evidence for a full review. Interviews were held and evidence reviewed to verify that the program was being implemented according to their program design.