

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Encinitas Union School District**

**Professional Services Division
June 2016**

Overview of this Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	5	1	

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: Encinitas Union School District

Dates of Visit: May 10-12, 2016

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, completers, and district 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 each of eight applicable Common Standards and determined whether the standard was met, not met or met with concerns. The site visit team found that all common standards were **Met**.

Program Standards

Discussion of findings and input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction programs. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The review team found that 5 General Education (MS/SS) Induction Program Standards were **Met** and one program standard was **Met with Concerns**.

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

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers, administrators, and other stakeholders. Due to the finding that all Common Standards were met, and that for the Commission-approved General Education Induction program, all program standards were met with the exception of Program Standard 3 which was met with concerns; the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Clear

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Encinitas Union School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Encinitas Union School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Debbi Parker

Tulare City School District

Common Standards Cluster:

Patricia S. Maricich

South Bay Consortium Induction Program

Advanced/Services Programs Cluster:

Cynthia Amos

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Staff to the Visit

Paula Jacobs

Commission on Teacher Credentialing

Documents Reviewed

<p>Program Assessment Feedback FAS Assessment System FAS Tool Description PT Tool Checklist Teacher ‘Induction Portfolios’ Advisory Committee Description Advisement Documents EUSD LCAP budget allocation Encinitas School Board policies Program Director Responsibilities SP Training schedules/agendas SP MOU Template and interview questions “Eligible” hire PT conference form</p>	<p>Unit Assessment System Biennial Report Biennial Report Feedback Evidence chart for year ½ PTs Rubric to Assess Portfolios Midyear PT Survey Midyear SP Survey Midyear Site Administrator Survey Leadership Meeting Agenda - including analysis of survey data SP Survey data shared at mentor meetings PT Memorandum of Understanding</p>
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- *Participating Teacher (PT)
- *Support Provider (SP)
- *Formative Assessment System (FAS)

Interviews Conducted

Stakeholders	TOTAL
Candidates	37
Completers	16
Employers/ Site Administrators	12
Institutional Administration	4
IHE Partners	3
Program Coordinators	2
Professional Development Providers	6
Support Providers	6
Advisory Board	5
Program Advisors	2
Credential Analysts	2
TOTAL	95

Background Information

The Encinitas Union School District (EUSD) serves the city of Encinitas and a portion of South Carlsbad in North San Diego County. Approximately 5,400 students in Kindergarten through 6th grade representing a diverse and varied community are enrolled in the district's nine schools. All district schools have been recognized as California Distinguished Schools and four have been recognized as National Blue Ribbon Schools. The student population is approximately 15% Hispanic, 3% Asian, 80% Caucasian, and 3% other minorities. Encinitas boasts a school history of recognition for outstanding schools and scores on the state's standardized tests above the county and state average in all subjects. In addition EUSD has partnerships with local colleges and universities including National University, Point Loma Nazarene University, and California State University, San Marcos.

The EUSD is the program sponsor for The North Coastal Consortium Induction Program. The five-district consortium serves approximately 14,000 students in K-8 including three other K-8 districts, Cardiff, Solano Beach and Del Mar, and one K-8 district, Rancho Santa Fe. Data show that consortium districts are less diverse and more affluent than both San Diego County and California; free and reduced lunch program participants range from 0-13% as compared to 51% in San Diego County, the English learner population ranges from 5-15% as compared to 22% in San Diego County and statewide, and 72-95% of parents are college graduates.

Encinitas Union School District students have a new educational resource emerging at EUSD Farm Lab. The Farm Lab is to provide students with educational experiences that demonstrate the interconnectedness of nutrition, agriculture and ecology. Fitting with the district's Green Initiatives and Health and Wellness Program, the ten acre farm and interactive learning center provide educational retreats for students with curriculum to cultivate a deep appreciation for natural resources and to equip students with tools for making healthy choices. Approximately five acres of land is being cultivated to provide fresh produce for the district's school lunch program at all nine EUSD schools.

Education Unit

The Assistant Superintendent of Administrative Services of Encinitas Union School District is the official unit head of the Commission-approved General Education Induction Program which currently serves 5 districts in the North Coastal Consortium (NCC). The program director oversees the day-to-day program implementation and has been the accreditation coordinator. The participant districts of the NCC are Cardiff, Del Mar, Rancho Santa Fe, and Solana Beach Elementary School Districts. Carlsbad School District is also an inactive member of the consortium. The program director is a teacher on special assignment responsible for coordination of the NCC Induction Program through EUSD and also a lead support provider in Del Mar Union School District, a member of the consortium. There is ongoing communication between the program director and the assistant superintendent who meet regularly. The participating districts provide support providers to their participating teachers, some are teachers on special assignment, some are part-time release classroom teachers and others full-

time teachers with extra duty assignments. The program currently has 15 support providers for its 47 participating teachers.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education (MS/SS) Induction	Advanced	13	47

The Visit

The Encinitas School District's site visit took place May 10 through May 12, 2016, primarily at the Encinitas Farm Lab in Encinitas, California, a location easily accessible to all districts participating in the NCC. Due to an awards ceremony for Encinitas schools, an early Tuesday interview was conducted with the superintendent and assistant superintendent in the team room at the hotel. The site visit review team was composed of a team lead, a common standards review team member, and a program sampling team member. The team gathered for a lunch meeting Tuesday May 10 and then began interviews which continued through Wednesday afternoon May 11. The exit report was presented to program leadership at 11:00 am Thursday morning May 13, 2016, followed by a report to constituencies present. There were no unusual aspects to the site visit.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

Encinitas Union School District has created a partnership with participating districts and local institutions of higher education to collaborate in the delivery of a quality induction experience for each participating teacher. The program is designed around the Formative Assessment System (FAS) developed by the University of California, Santa Cruz, which is research-based and designed to meet the needs of individual teachers, as well as diverse students. Interviews with the Advisory Committee confirmed that there is on-going articulation and collaboration around the vision for new teacher development through formal meetings of district administrators, advisory members, and support providers. Informal collaboration also occurs on a continual basis.

The NCC Induction Program vision is driven by the understanding that the success and retention of beginning teachers are closely related to the support and training they receive. The Encinitas Union School District (EUSD) Superintendent stated that new teachers are “steeped within the culture” of each school district and are provided with training specific to each individual district and site goals. While each district maintains its own individual vision for teacher development, interviews with partnering districts’ leadership (superintendents and assistant superintendents) verified that they meet regularly to communicate and share best practices. Participating teachers felt the program content was individualized based on district and site priorities and their personal goals for professional growth. However, there was consistency in all districts in that participating teacher and support provider relationships are developed, and time is provided for observation, gathering data, offering feedback, collaboratively planning, and facilitating reflective conversations.

The EUSD Superintendent and the Assistant Superintendent of Administrative Services oversee the program. Stakeholders from each of NCC’s five active school districts participate in program leadership through direct involvement in the NCC Advisory Committee. The committee meets regularly to approve major program initiatives and direct the work of the

program director, who is authorized to oversee and manage the day-to-day program operations, including activities related to personnel and resources. The Advisory Committee described the partnership as one in which the program director seeks input by asking what goals and objectives have been met and what needs to be done moving forward.

The program director, under the supervision of the EUSD Superintendent and Assistant Superintendent of Administrative Services, is authorized to oversee and manage the NCC Induction Program. The program director communicates regularly with program stakeholders. In addition to regular meetings with the Advisory Committee, the program director holds monthly meetings with support providers and participates in triad meetings with the support provider, participating teacher, and site administrator. District level leadership and site administrators spoke of an open door policy where informal communication takes place on a daily basis as needed, in addition to formal check ins, such as the triad meetings. According to the Encinitas Superintendent and Assistant Superintendents of partnering districts, the Program Director ensures equitability and accountability of the program to partnering districts. They were in agreement that while a new program director was hired this year, it has been a seamless transition.

NCC Support Providers use the tools of the FAS to document evidence and keep track of the progress that each participating teacher is making toward program completion. Required documentation is collected and assessed by the participating teacher’s support provider and the program director. Evidence checklists and completion requirement spreadsheets provided evidence that the program director monitors progress of requirements and ensures that competence is demonstrated by participating teachers prior to recommendation for the professional clear credential. Once it is determined that all requirements have been met, the program director makes the recommendation to the Commission for the professional clear credential.

Standard 2: Unit and Program Assessment and Evaluation

Met

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

Findings

The Encinitas NCC implements a unit assessment system that provides data from a variety of stakeholders. The Biennial Report shows that data is analyzed and utilized for ongoing program and unit evaluation and improvement. Advisory members stated that survey data is provided

by the program director and is analyzed along with district data to inform decision making regarding the program.

Interviews with site administrators, support providers, and participating teachers verified that the system collects, analyzes, and utilizes data from a variety of comprehensive evaluation instruments, including formal and informal assessments, mid-year and end-of-year surveys, professional development evaluations, support provider/participating teacher co-assessments on the California Standards for the Teaching Profession (CSTP) Continuum of Teaching Practice, and Collaborative Assessment Logs. The Encinitas assistant superintendent and Advisory Committee members confirmed that data is collected from multiple formal surveys; they also emphasized that informal conversations between the program director, administrators, support providers, and participating teachers provide data that is used for ongoing program improvement. One example of responsiveness to participant feedback was shared by the EUSD assistant superintendent who stated that based on the needs expressed by last year's participating teachers, a change had been made this year in providing on-site support providers.

The FAS is used as evidence of candidate competence. Participating teachers gather multiple pieces of evidence that are used collaboratively by participating teachers and their support providers to continually self-assess and monitor growth based on the CSTP. Interviews with leadership, participating teachers, and support providers confirmed that the program is committed to continuous improvement. Participating teachers felt the program was very responsive to their needs. In addition to formal surveys, they were able to communicate with their support providers if they had suggestions for improvement.

Standard 3: Resources

Met

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

Annual program funding and in-kind resources are provided to EUSD by each of the NCC Induction Program participating districts to maximize support for their participating teachers. The half-time program director is authorized to oversee and manage the NCC Induction Program, including personnel and resources. While there is equitability of support, the Encinitas superintendent stated that it isn't a "one size fits all approach" for each district and

their participating teachers. Each district designs and provides for support that is tailored to the needs of their teachers' context, district and site priorities. One example of this is the assignment of support providers. EUSD provides support providers who are Nationally Board Certified classroom teachers; Solana Beach, Cardiff, Rancho Santa Fe and Del Mar Union have classroom teachers and part-time release teachers on special assignments (TOSAs) who serve as support providers. Lead support providers in each partnering district are given the responsibility for providing professional development for participating teachers.

Advisory members corroborated that each consortium member district ensures that every participating teacher and support provider is provided needed materials, release time to attend professional development and to observe colleagues. The consortium budget, through EUSD, supports a program director and all needed program materials. Interviews with directors of Business Services substantiated that individual districts' budgets provide stipends for support providers and substitute pay for release time. Budget reports verified that, based on the number of teachers participating in the program, EUSD charges each partnering district for Induction Program services and expenses, including the half-time program director.

The information gathered through interviews shows the program director, together with lead support providers from each participating district, meet monthly to collaborate on the delivery of program components, review data, make necessary adjustments, and problem-solve any challenges with participating teachers. The program director also works collaboratively with consortium superintendents and other district and site administrative personnel to ensure funding sources and resources are allocated to meet candidate needs. The EUSD superintendent stated that the collaborative nature of the partnering districts provides for "free flowing conversation" regarding the needs of participating teachers.

Interviews with program participants confirmed that the NCC Unit Assessment System is used as an on-going measure to ascertain program needs. Formal check-ins with the program director, site administrator, support provider, and participating teacher take place in January. This information, along with informal conversations and formal surveys, is used to determine the needs of partnering districts and their participants.

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

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

Findings

Information gathered in interviews with district leadership and the Advisory Committee verified consortium districts of the NCC Induction Program utilize qualified persons to provide mentoring, professional development, and program leadership to support participating teachers in completing the Induction program and earning their clear credentials. Each member district has a lead support provider who takes on the oversight of their district's induction processes in collaboration with the NCC Induction Program Director. All districts use established criteria, outlined in a common MOU, to select qualified support providers; these individuals also provide much of the professional development for the program. Site administrators expressed confidence in the expertise and capabilities of their support providers. Many have served in this role for numerous years. There is a mixed-model of support with districts employing partial release teachers, TOSAs, Nationally Board Certified teachers, classroom teachers, and retired teachers as support providers.

The goal of the NCC Induction Program, as expressed by the leadership, Advisory Committee and site administrators, is to support participating teachers' understanding of their ongoing development as professionals. Support providers/professional development providers have current pedagogical knowledge and understanding of the context of public schooling and model best professional practices in teaching and learning, scholarship and service. Site administrators and participating teachers agreed that they are experienced educators. Most support providers have taught for numerous years and have extensive experience in the academic standards, frameworks, and accountability systems. Several serve as TOSAs and have expertise in various curricular areas. Many participating teachers expressed gratitude for their support providers and described them as extremely knowledgeable and helpful in all aspects of teaching. Likewise, support providers shared that they truly care for the well-being of their participating teachers and find working with them also helps their growth as professionals. One

stated, “The bond that we have with the teachers that we mentor is so precious and dear. I help them, but my PTs are so knowledgeable that they inspire me. I learn from them.”

Support providers and professional development providers are reflective of the diversity within their school communities. The NCC Induction Program offers annual training on culturally responsive pedagogy to both participating teachers and support providers to further increase knowledge of diverse abilities, cultural, language, ethnic and gender diversity. Participating teachers confirmed that support providers guided them in discussions about working with diverse student abilities, and coached them in implementing the concepts learned in their classrooms.

The NCC Induction Program maintains ongoing relationships with CSU San Marcos, Point Loma Nazarene University, and National University. National University provides professional learning opportunities for EUSD participating teachers, as evidenced through documentation as well as interviews with program leadership, National University partners, administrators, candidates and completers. It was verified that professional learning communities are prevalent in all of the consortium districts, with educators collaborating within schools and across districts. District leadership and site administrators described extensive professional development experiences offered for all teaching staff.

Support providers confirmed that they meet monthly at their district induction meetings to further their knowledge about the formative assessment processes; meetings include time for collaboration, networking, and sharing ideas and strategies. Lead support providers for each consortium district also meet monthly with the program director to further develop their mentoring skills and understanding of program requirements. These lead support providers reported that they have been trained in cognitive coaching and the FAS. Lead support providers who have more experience and training assist newer support providers in the development of the skills needed for their role.

Evidence through document review and multiple stakeholder interviews demonstrates that support providers maintain FAS Mentor Portfolios in which they regularly reflect upon and examine their mentoring practices in relation to the *Standards for Mentoring Practice*. Based on their self-assessments, support providers create *Mentor Individual Learning Plans*, set goals for ongoing growth and development, and reflect on their progress on the Mentoring Continuum at the end of the school year. Support providers clarified that through formal and informal processes, the program director provides ongoing feedback about their performance; only those who meet program expectations are retained.

Standard 5: Admission**Met**

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

Findings

Program leadership and support providers verified that member districts of the NCC Induction Program carefully screen each new hire for induction program eligibility. Within each district Office of Human Resources, credential analysts research the existing credential of each applicant as the first step of the interview process. Those new hires who are eligible for the Induction program are notified by the Human Resources (HR) department, site principals and/or lead support providers. Document reviews corroborate that all participating teachers complete a common application to the induction program and sign a common MOU; this verifies that participating teachers understand their role and the requirements of the program. NCC participating teachers are new hires from Consortium districts. Each district adheres to board policy supporting applicants from diverse populations. Applicants are admitted to the induction program on the basis of their employment with an NCC member district and the renewal code on their preliminary multiple or single subject credential. Interviews with program leadership and a review of program documents substantiated that member districts actively search for diverse applicants through participating in job fairs and outreach to local universities. Districts have a large pool of applicants from which they may select highly qualified teachers who represent the populations that they serve.

The NCC's member districts employ multiple measures to ensure that the beginning teachers they hire have appropriate experiences and personal characteristics to be successful educators as evidenced through document review and interviews with stakeholders. District leadership and site administrators expressed that they were fortunate to have a large pool of applicants which allows them to select teachers who have the potential for professional effectiveness. The EUSD superintendent explained that they hire several part-time teachers who teach extra-curricular courses. This provides an opportunity for the administration to assess the personal characteristics and teaching skills of the educator in order to determine the potential for effectiveness. According to the superintendent, the district often selects its full-time teachers from this group.

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 information gathered demonstrated that during the district application and hiring process, the Offices of Human Resources personnel screen all new hires for induction eligibility and inform newly hired teachers about California requirements for clearing preliminary credentials and notify them of the opportunity to participate in the NCC Induction program. Interviews with program administrators confirmed the process; that upon hiring, the eligible teacher is assisted by a credential analyst in completing a *New Hire Notification/Eligibility Conference Form*, and that a copy of this form is then sent to the Induction program director, who confirms eligibility.

Within the first month of the school year, NCC participating teachers attend an orientation meeting within their district in which they are given information on requirements; including an overview of the program, specific times and locations of meetings, and information on the Early Completion Option (ECO). At the conclusion of this orientation, the participating teacher signs an MOU that outlines the teacher’s role and responsibilities in the induction program. As evidenced by documentation and verified in interviews, each participating teacher is provided a checklist of formative assessment requirements to assist them in meeting program requirements for the professional clear credential. Interviews with support providers and participating teachers clarified that, at monthly meetings within each consortium district, lead support providers guide participating teachers and their support providers in understanding and meeting program requirements.

Document review confirmed that participating teachers receive feedback from their support providers on their formative assessment portfolios at least twice per year to ensure that they are meeting program requirements. Interviews and document reviews provide evidence that, at the end of the school year, the program director evaluates the formative assessment portfolio of each participating teacher to verify completion.

Information gathered indicated that when participating teachers need extra support or assistance, support providers intervene and offer their support in order to work through the challenge. Participating teachers expressed that their support providers are extremely helpful in ensuring they know the expectations for the clear credential and that their FAS work is not just paperwork but connected to their teaching context and supportive of their professional growth.

If participating teachers are having difficulty meeting the requirements, either the teacher or the support provider may contact the program director for an advisement meeting. Site administrators also stated that they are notified if a participating teacher is not making satisfactory progress in completion of requirements. In addition, site administrators spoke of on-site support that is provided in professional learning communities. One administrator shared that she provides coaching support for her participating teacher at regular meetings where she helps contextualize professional development for his content area and assists him in identifying how to apply new learning. Interviews with program completers verified that there is individual assistance in completion of requirements and that the program provides timelines and feedback to keep teachers on track. Only participating teachers who successfully complete all program requirements and demonstrate that they are suited for entry or advancement in the education profession are recommended for a Clear Credential.

There is evidence of open communication between the program director, support providers, and site administrators. Throughout the academic year, the lead support provider and the program director regularly review each participating teacher's progress toward completion by logging into the NTC's Learning Zone online portfolio system and reviewing documentation. Because the majority of tools are completed in collaboration with the support provider during one-one and group meetings, lead support providers are able to monitor the quality of written reflection and the pacing of program completion. When concerns about quality arise or when participating teachers fall behind in their pacing, lead support providers and/or the program director intervene immediately by emailing, calling, or stopping by to check in, and/or scheduling additional one-on-one meetings as appropriate to provide additional support. Support providers and participating teachers report that every participating teacher's engagement in the program is closely monitored throughout the year; this is facilitated by the small size of the program, the level of lead support providers' experience, the close relationships between all support providers and the program director, and the frequency of support provider meetings.

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

During the two-year induction program, a collection of artifacts documents each candidate's progress through the FAS. Portfolios reviewed during the site visit demonstrated the participating teacher's evolving ability to educate and support all students effectively. Interviews with participating teachers, support providers, and the program director confirmed that FAS provides opportunities for participating teachers to apply their knowledge and skills in their current contexts and participate in reflective activities. District administrators collectively affirmed that all participating teachers in each consortium district have individualized professional growth goals. Participating teachers felt that their support providers helped them to utilize the FAS to support their professional goals so that the completion of the formative assessment was embedded in their teaching context, relative to the content they teach and the needs of their students.

Site administrators confirmed that support providers are recruited and selected by district administration based on criteria including subject-matter and grade-level expertise, modeling of effective pedagogical practices, and an aptitude for coaching as demonstrated through their involvement and experience. Site administrators and participating teachers praised support providers for their individualized support that included "just-in-time" assistance as well as guidance on the completion of the program requirements. Although individual districts are responsible for hiring and compensating support providers, the consortium provides each support provider with ongoing training during monthly leadership meetings with the Program Director. The EUSD is piloting a collaborative program with National University that utilizes Nationally Board Certified Teachers as support providers.

In response to identified needs of participating teachers, the Program Director designed a professional development opportunity focused on *Culturally Relevant Teaching*. The professional development focused on differentiation of instruction, as well as how to establish inclusive classroom environments. Participating felt that the professional development was worthwhile and applicable to their teaching context. The FAS provides opportunities for participating teachers to address the challenges of teaching a diverse population through the selection of two case study students each year; one who is an English learner and one who is a

special needs student. Support providers guide participating teachers in applying the skills and knowledge gained through observations and feedback. Portfolio documentation verifies that participating teachers implement effective strategies to meet the specific needs of their identified students.

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 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

The NCC Induction Program uses multiple data sets, such as formative assessment tools, stakeholder surveys, and support provider observations, to provide evidence supporting participating teachers' growth along the *Continuum of Teaching Practice*.

Interviews with the program director and participating teachers confirmed that assessments are in place to determine candidate competency. Participating teachers and support providers stated that they co-assess the participating teachers' performance along the *Continuum of Teaching Practice* at the beginning, midpoint, and end-of-program to formulate and monitor an *Individualized Learning Plan (ILP)*. Site administrators also affirmed that participating teachers are guided to connect the ILP to their district and site goals. All site administrators in the consortium districts emphasized that professional learning is a high priority and extensive opportunities are provided for their beginning teachers to develop competence in teaching. Professional learning includes grade level collaboration, site, district and self-selected professional development, and opportunities for observation of colleagues on-site and at other sites. Several consortium districts provide a professional development stipend for teachers to use in support of their professional learning.

Participating teachers confirmed that the professional development in which they participated aligned with goals on their ILPs and supported growth in their knowledge and skills as educators. They concurred that review of their portfolio by their support providers and the program director indicated whether or not they met the competency requirements. In addition

to the requirement for completion of FAS, the program director clarified that the *Continuum of Teaching Practice* is utilized to demonstrate a participating teachers' growth over time based on the CSTP. A review of participating teachers' portfolios exemplified how rubrics and support provider observations were used to assess participating teachers' competency requirements, as specified in the program standards.

The program director and participating teachers confirmed that submission of a portfolio demonstrating successful completion of all documentation required by the program will receive a recommendation for a clear credential. Review of candidates' portfolios and program documents, as well interviews with support providers, corroborated that assessments are used to demonstrate attainment of Commission-adopted competency requirements.

General Education (MS/SS) Induction

Program Design

The NCC Induction Program is designed to both assist and support participating teachers in their growth as members of the teaching profession; successful completion leads to a recommendation for the California Clear Teaching Credential. The program design, which provides significant opportunities to self-reflect and gain feedback from experienced teachers, advances the candidates' ability to apply skills and knowledge relative to standards and frameworks, and to develop expertise in classroom practice. With the purpose of the program to recruit and retain high quality teachers, increased retention is accomplished by utilizing a structured formative assessment system, individualized support, and on-going professional development that builds on the skills and knowledge developed in teacher preparation programs.

The EUSD is the lead educational agency for the NCC Induction Program. As such, Encinitas has established an administrative structure that features clear direction and monitoring of the program. The program director oversees and manages the day-to-day events of the program. She regularly communicates with specified consortium district administrators (or their designees) who serve on the NCC Advisory Committee, support providers, and other stakeholders about curriculum, instruction, assessment, and professional development needs of new teachers.

The larger advisory committee provides oversight and advisement for the program. The team consists of an assistant superintendent from each of the five member districts. Triad meetings with site administrators help ensure that the program is coordinated at the site level. These meetings are designed to ensure that principals are aware of the induction program requirements, NTC-FAS, and professional development activities of participating teacher; and to foster a collaborative approach to site-level support for the participating teacher.

The NCC presents a purposeful and logically sequenced Induction Program using the Formative Assessment System (FAS) developed by the New Teacher Center (NTC) and the University of California, Santa Cruz to assist in the preparation of high quality teachers. Portfolio reviews and interviews with program administrators and support providers provide evidence that the NTC FAS program guides the work of support providers and participating teachers by demonstrating growth along the *Continuum of Teaching Practice*. Participating teachers become involved in thoughtful practice to plan, teach, reflect, and apply focused on pedagogy, universal access and equity for all students.

Encinitas Union is participating in a pilot program with National University utilizing National Board Certified Teachers (NBC) as support providers. Administrators, support providers, and participating teachers noted a positive program modification made over the past two years; NBC teachers assigned as support providers are now teachers that work at the participating teacher's schools allowing for more opportunities for support. This modification was made based on feedback from participating teachers.

Document reviews and interviews confirmed that stakeholders have multiple opportunities to provide input through a variety of comprehensive evaluation instruments. These formal and informal assessments include the Commission's *Program Completer Survey*, mid-year and end-of year stakeholder surveys, professional development evaluations, support provider-participating teacher co-assessments on *the Continuum of Teaching Practice*, and Collaborative Assessment Logs.

Course of Study

Information gathered through document review and stakeholder interviews indicates the NCC Induction Program uses the FAS tools to collect ongoing and comprehensive data regarding program effectiveness, candidate competence and completion. Documentation reviewed further indicates that participating teachers collect multiple pieces of evidence demonstrating their use of standards-based instructional strategies based on state-adopted K-12 academic content standards and performance expectations for students. This evidence is used collaboratively by the participating teachers and their support providers to continually co-assess and monitor progress along the *Continuum of Teaching Practice*.

Interviews and documents provide evidence that support providers and participating teachers work together to develop an *Inquiry Action Plan* (IAP). As part of the IAP, participating teachers monitor the learning of at least one English learner case study student. The case study experience provides the participating teacher with a paradigm that addresses individual needs while taking into consideration legal and ethical obligations and district policies. A second IAP is completed in Year Two that focuses on a special needs student. Participating teachers work to understand the functional levels of all students in order to prescribe differentiated instruction, helpful accommodations, and to implement meaningful modifications. Support providers and participating teachers both reported that working together, they enter into a process of inquiry

that is meaningfully embedded in the participating teacher's day-to-day work. Each formative assessment process is essential and supports the advancement of the participating teachers' practice.

Stakeholder interviews and document review substantiated that once district human resource personnel identify participating teachers, the support provider is assigned to the participating teacher. Support provider configurations vary from district to district within the consortium. Support providers may be either part-time released teachers, classroom teachers or TOSAs with combined duties who are employed in the same district, and whenever possible, at the same school.

Stakeholder interviews and document reviews further substantiated that the Induction program builds upon the foundational knowledge and skills established during the teacher preparation program. The goal of the program is that participating teachers become self-reflective, life-long learners through the use of a formative assessment system that utilizes the Plan Teach, Reflect, and Apply Cycle.

During the two-year induction program, support providers meet with participating teachers, based on the needs of the teacher. Some participating teachers expressed that they met with support providers 3-4 times a month; others every other week and sometimes as a whole group at school sites. Support providers also did 'drop-ins' to just see if teachers were in need of anything. During their meetings, the support provider and participating teacher work together to complete NTC-FAS tools to form a collection of artifacts that document progress and growth in the CSTP and attest to the participating teacher's ability to educate and support all students. Participating teachers apply their knowledge and skills in their current contexts, and participate in reflective activities which focus on effectiveness of instruction as measured by student achievement. Support providers observe participating teachers and guide them as they engage in reflective conversations to examine the effectiveness of their teaching. Participating teachers are also given the opportunity to observe other teachers with exemplary pedagogical skills, classroom management, and differentiated strategies. As participating teachers work with their support providers to complete the formative assessment process, they learn practices for effectively implementing strategies that support students in meeting state-adopted content standards and promote academic achievement.

Three times a year; beginning, mid-year, and end-of-year, support providers and participating teachers co-assess teachers' progress using the *Continuum of Teaching Practice*. Twice a year, participating teachers' portfolios are submitted for review by program leadership. Rubrics for key reflective components of the portfolios have been developed and are used by support providers and program leadership to provide formative feedback to participating teachers.

Although the formative assessment process is essential and supports the advancement of both the support providers' and participating teachers' practice, interviews surfaced an

inconsistency in support provider training and professional development. Support providers are knowledgeable about the program, however, they do not always receive initial and on-going training that includes the development of the knowledge and skills of mentoring, as well as the appropriate use of the tools and processes of formative assessment systems, specifically the NTC-FAS.

Candidate Competence

Document reviews and interviews with program leaders, support providers, and participating teachers demonstrate that participating teachers are formatively assessed on a regular basis to demonstrate their progress toward completion. Because the majority of the formative assessment is completed in collaboration with a participating teacher during one-one and district group meetings, support providers are able to keep close tabs on the quality of written reflection and the pacing of program completion through the use of the *FAS Learning Zone*. When concerns about quality arise or when participating teachers fall behind in their pacing; support providers intervene immediately by emailing, calling, stopping by to check-in and/or scheduling one-on-one meetings, as needed, to provide additional support.

The program director stated that, at least every other month, she provides an additional layer of portfolio oversight by reviewing each and every candidate's portfolio progress, making notes regarding the quality and pacing, and contacting support providers with concerns as needed. Because of the small size of the program, the provision of an experienced lead support provider in each district, the experience and close relationships between support providers and the program director, and the frequency of leadership meetings, no participating teacher is allowed to "fall through the cracks."

The Director of Instruction and participating teachers stated that following the submission of a portfolio demonstrating successful completion of all documentation and program requirements, participating teachers are notified of successful completion through email and are then recommended by the program for a clear credential. A review of participating teachers' portfolios and program documentation, as well as interviews with support providers, corroborated this process.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, employers, administrators, support providers and supervising practitioners, the team determined that all program standards are **Met** for the General Education Induction Program with the following exception:

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

Component of Standard 3: Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. ... Support provider training includes the development of

knowledge and skills of support providers, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

Rationale:

Although support providers attend meetings, evidence shows inconsistent professional development in building support provider capacity for effective coaching of new teachers. In addition, interviews revealed a lack of on-going, consistent training to build support provider capacity in using NTC-FAS. It should be noted that interviews with program leadership indicate consensus with this finding.