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

Professional Services Division
June 2016

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Escondido 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, a recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	**6**		

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: **Escondido Union School District**

Dates of Visit: **May 2-4, 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, 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 judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

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

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

Overall Recommendation
The team completed a thorough review of program documents, program data, Formative Assessment for California Teachers (FACT) portfolios, interviews with program leadership, district administrators, including the superintendent, assistant superintendent of education services, associate superintendent of human resources, site administrators, professional development providers, personnel specialists (credential analyst), support providers, candidates, completers, program specialists, technology professional development team, advisory board members and leadership committee members along with additional information requested from program leadership during the visit. Due to the finding that all applicable

Common Standards are **Met** and all program standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple Subject/Single Subject) Induction

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Escondido Union School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Escondido 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:	**Lori Walker**
	Stockton Unified School District
Common Standards Cluster:	**Lisa Benham**
	Fresno County Office of Education
Advanced/Services Programs Cluster:	**Marci Goldstein**
	Chaffey Joint Union High School District
Staff to the Visit	**Lynette Roby**
	Commission on Teacher Credentialing

Documents Reviewed

Program Assessment and Feedback	Biennial Report and Feedback
Common Standards Report	Program Summaries
Preconditions	Colloquium Presentations
FACT Modules and Rubrics	Haiku Learning Management System

Documents Reviewed

Organization Chart

Advisory Board Agenda and Applications

New Hire Induction Checklist/Packet and
  Brochure

BTSA Leadership Team Agenda

e-Portfolio Review Documents & examples

Request for extension application

Individualized Induction Plans and
  Technology Plans

Candidate Surveys and Data

Administrator Surveys and Data

Professional Development Reflections

IHE Collaborative PowerPoints

Program Leader and Support Provider Job
  Descriptions

Newsletters

Monthly Accountability Logs

Support Provider MOUs

Participating Teacher Memorandums of
  Understanding

Support Provider Meeting Agenda

Program Budget

Early Completion Application

Professional Development
  Plans and Reflections

New Teacher Needs
  Assessments

Professional Development Feedback

Support Provider Matching Documentation

Support Provider Surveys and Data

Program Completion Verification Form

Leadership Team Meeting Google Documents

Interviews Conducted

Stakeholders	TOTAL
Candidates	44
Graduates	14
Site Principals	18
Administration (Superintendent, Asst. Supt. of Education Services, Associate Supt. of Human Resources	3
Program Director	1
Leadership Team (Full Time Support Providers)	5
Site Support Providers	3
Personnel Specialists (Credential Analyst)	1
Advisory Board Members	13
Total Interviews	**102**

Background Information

Escondido Union (Elementary) School District (EUSD) is located in San Diego County and is comprised of 18 Elementary Schools (K-5) and 5 middle schools (6-8). Escondido USD serves a diverse population of approximately 17,000 students.

Education Unit

Escondido Union School District (EUSD) is the lead educational agency for a general education (multiple subject/single subject) induction program. Escondido USD's program director oversees all aspects of the operation of the induction program. Supporting the program are coordinators, clerical staff, an advisory committee, support providers including five full time release support providers and two site based support providers. Additionally, a leadership team known as the BLT (BTSA Leadership Team) is comprised of teachers on special assignment (TOSAs). The TOSAs are highly qualified teachers who provide support as well as a variety of professional development opportunities for candidates.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2013-14)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or Admitted (2014-15)
General Education (Multiple Subject/Single Subject) Induction	Advanced	13	20	51

The Visit

Escondido Union School District's Accreditation Site Visit began at 10:00 am on Monday, May 2, 2016. The team met at the hotel at 9:30 am for a short meeting before traveling to the district offices where an overview was provided by the director. Interviews were held throughout the day and included support providers, the leadership team, the credential analyst, the Deputy Superintendent of Educational Services, and Assistant Superintendent of Human Resources, candidates and completers of the program. At the end of the day, the team reviewed the information that was gathered through document review and during interviews. Team members discussed preliminary findings and formulated questions for the next day.

Beginning at 9:00 am, Tuesday, May 3, 2016, the team interviewed site administrators. The mid visit report was conducted at 10:00 a.m. The remainder of the day was spent interviewing

professional development providers and   advisory committee members. The team continued to review the results of interviews, additional evidence provided   and worked on writing the report of findings.   Final consensus was reached Tuesday evening. Team members wrote, reviewed and peer edited the draft report. The summary report was presented to Escondido Union School District leadership and invited guests at 10:00 am Wednesday, May 4, 2016. There were no unusual circumstances

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
Evidence review and data collected during focus group interviews confirm that the Escondido Unified School District (EUSD) Induction Program provides professional learning that is sustained, focused on content standards and curriculum frameworks, and embedded in the work of the candidate. Research shows professional learning of this design can have a powerful effect on teacher skills and knowledge, and on student learning.

The vision of the EUSD Induction Program is to provide job embedded professional development experiences combined with individualized support that ultimately results in ongoing improvement in teacher practice and student achievement. As evidenced by interviews with full-time and site-based support providers, current candidates, program completers, and site administrators, the program provides new teachers with the opportunity to move seamlessly from pre-service to employment refining their professional practice as they move along the learning to teach continuum.

Evidence review and data collected during individual and group interviews confirm that the leadership team (BLT) serves as the representative governing body for the EUSD general education induction program. BLT members include the program director, five full-time release

support providers, and two classroom-based support providers. Largely responsible for the day-to-day functions of the program, this body meets weekly to review candidate progress, design/refine professional development experiences, and network around providing resources to support candidate's individual needs. Stakeholders reported that this team approach allows for multiple perspectives on how to best support candidates as they work through the action research part of the inquiry process. Support providers stated that as "resource managers," they are able to network with district specialists as well as site-based coaches to facilitate timely, relevant support to all candidates, within and beyond their caseloads. Candidates described how the whole team of support providers "opened up avenues" for professional development and resources they hadn't considered accessing on their own.

Candidate needs assessments submitted at the beginning of the year are analyzed by the BLT for individual needs as well as trends and patterns that ultimately influence the design and delivery of candidates' professional development opportunities over the two-year induction experience. Examples of the professional development offerings included classroom management with Rick Morris, data analysis and assessments, Quality Teaching for English Learners (QTEL), conducting parent conferences, and Kagan's cooperative learning strategies. Individualized support is accomplished through collaborative sessions where all support providers are available to assist candidates with formative assessment work and/or revisions needed on their documents.

The induction program is a division of EUSD's Educational Services Department. As an administrative member of the educational services department, the program director has the primary responsibility and authority for program implementation. Artifact review and data collected during focus group interviews confirm that the program is an integral part of the district fabric. The director communicates regularly with the deputy superintendent of educational services via the "Friday Update" newsletter and through the monthly advisory board meetings. The superintendent and deputy superintendent reported they attend the induction program orientation and end-of-year colloquium and view these opportunities as a venue to introduce the district's vision and goals where the "everyone is a learner" mindset is promoted. Site administrators validated that this mindset is prevalent with induction candidates in terms of the plan, teach, reflect, and apply cycle embedded in the inquiry process, commenting it is evident in the daily practice of the candidates making instruction "really impactful."

Site administrators noted the far-reaching impact the induction program has on building teacher efficacy at the sites, reporting that candidates have a "stronger sense of efficacy" and are "invaluable in team collaboration with veteran colleagues" and that "we all learn from them." Program changes have been implemented based on feedback obtained through end-of-year surveys and one-on-one meetings with the program director. In particular, efforts to streamline the formative assessment process to better align with site goals has been a direct result of site administrator feedback.

Support providers are considered to be the "highest quality educators" by site administrators, "a remarkable group." Triad meetings with support providers, candidates, and site administrators provide a venue for open communication on both site and individual goals that lead to focused inquiries that align with these goals. This communication expands to classroom walk-throughs with the program director creating a "tight dialogue, making them (the candidate) more successful." Such "honest, frank communication" with the program allows the support provider to support candidates with balancing induction priorities with immediate classroom needs.

Interviews with candidates as well as human resources (HR) department staff confirm that the EUSD induction program has an established process for informing and supporting new teachers as they move towards their clear teaching credential. Progression through the induction program is monitored by the support providers and program director through the collection and review of Formative Assessment for California Teachers (FACT) documents and supporting evidence. The EUSD Induction program leadership reviews candidate's progress through comments on the formative assessment module rubric, providing "real-time" feedback via Google documents. Candidates expressed appreciation for such timely feedback, commenting that they could actually "see their support providers 'spying' on them" as they worked on the FACT modules. It was noted by both support providers and candidates that their work was reviewed by a "neutral" support provider; one of the BLT members, not their current assigned support provider, to ensure calibration and limit subjectivity in the review process. Once candidates achieve the "100%" on submitted work, it is posted on the electronic portfolios housed on Haiku learning management system. The program director reviews all candidate e-folios for verification of completion at the end of each year. The HR department then submits the professional verification forms to the San Diego County Office of Education for recommendation to the Commission for the clear credential.

Clearly defined procedures are in place to assist candidates who are not meeting program requirements. In many cases additional individualized support is identified and provided by BLT members. On occasion, candidate requests for extended due dates are made. The program director then determines a revised due date based on each candidate's extenuating circumstance.

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

Evidence review and data collected during individual and group interviews confirm that the EUSD Induction program utilizes a comprehensive evaluation system to confirm program effectiveness and determine areas for program improvement. Candidates, program completers, support providers, site administrators, leadership team members, and professional development providers, provide a variety of formal and informal feedback regarding the quality and effectiveness of the induction program. This feedback is reviewed, analyzed, reported and discussed with the BLT and institutional leaders whose decisions inform ongoing program resource needs and improvements.

During the accreditation visit, the team confirmed that data was collected through local stakeholder surveys (support providers, candidates, site administrators, district leaders, etc.), site administrator meeting feedback during triad meetings (with support provider and candidate) and one-on-one meetings with the program director. Professional development sessions' feedback forms inform initial and ongoing professional development opportunities and refinement of previous sessions for future offerings. Examples of how data is analyzed and used to inform program changes came from site administrators, support providers, candidates and completers. These examples included:

- o Site administrators requested that the inquiry process be more closely aligned to site goals. As a result, candidate inquiries were "vetted" by program staff to increase and prioritize formative assessment activities with site/district goals.
- o Completers provided feedback around streamlining program requirements. As a result, professional development offerings were tailored and revised to include more choice and 3 vs. 6 professional development reflections were required.
- o Candidates requested more professional development around incorporating technology into daily classroom instruction. As a result, the former "stand alone" technology plan was incorporated into the Individual Induction Plan (IIP) process.
- o Program leadership shared data from multiple stakeholders regarding the effectiveness of the full-time release support provider model. As a result, the superintendent reported that minimizing support provider/candidate ratios are a "top priority" when determining budget allocations for the program.

Evidence review and data collected during focus group interviews confirm that information trends and/or anomalies from all data sources are identified, discussed with relevant

stakeholders via advisory board meetings, leadership team networking, and site administrators group and individual meetings. This ongoing, formal and informal feedback gathered using multiple measures is regularly analyzed in light of program goals and standards and become the basis for program improvement. Stakeholders reported being aware of many of the program changes based on the feedback they provide. Site administrators and leaders commented that the program director "really looks at what we have to say" to guide program improvement efforts in support of the district's vision.

Standard 3: Resources	**Met**
The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resources needs.	

Findings
Evidence review and data collected during focus group interviews confirm that the district-allocated funds provide candidates with an effective two-year induction experience that is supported through the following essential program components: salary and benefits for qualified personnel including a program director, five full-time release support providers, two classroom-based support providers, one full-time support staff and monetary compensation and/or release time and benefits for internal and external consultants for professional development related to the FACT system, CSTP, Induction Standards and/or district goals. Resources are also provided for office and professional development space and expenses in addition to office equipment, technology (computer, laptops, Haiku learning management system), a resource library, and FACT materials. Professional development resources are also provided with release time for candidates and classroom-based support providers, training and networking opportunities, and registration and expenses for state level meetings and conferences.

Interviews with the BLT and program staff further convey that monies are allocated for participation at regional induction program meetings, trainings and related events that provide continuous professional growth of induction program staff. Partnerships with local institutes of higher education (IHE's) and the San Diego County Office of Education serve as additional sources of support to candidates.

There is intentionality in bringing the induction program staff and the professional development providers together to maximize the capacity of the professional development model provided by Escondido Unified School District. Recent examples include the district's QTEL coaching training to ensure consistent implementation of these strategies across the district and the Computer Users in Education (CUE) conference to support candidate's use of technology in the classroom. In addition, access to resources include, but are not limited to: Haiku learning management system (e-folio), adopted state materials, district-based teachers on special assignment (TOSA) (e.g. Technology, Content, English Language Learners, Special Ed., etc.), onsite instructional coaches, and a credential analyst dedicated to the induction program.

Evidence review and data collected during individual and group interviews confirm that it is the program director's responsibility to ensure that communication and collaboration between the program, related personnel, and the candidates occurs throughout the induction experience as it is crucial to their success in the program. The program director advocates for the program's specific funding needs to the deputy superintendent of educational services who meets with the superintendent and cabinet members to develop and finalize the budget. The budget is based upon program needs identified from the analysis of local and state evaluation data and includes the priority of minimizing support provider and candidate caseloads and providing quality professional development experiences. Both the superintendent and Deputy Superintendent of Educational Services reiterated the role the program plays in promoting the district's vision of "everyone a learner" and that instructional coaching, both within and beyond the induction program, remains the primary focus for allocating resources.

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

The Escondido Union School District induction program has developed rigorous criteria and an interview process to ensure that the members of the induction program team are well qualified to meet the standard for service and support within the organization and induction program. Prospective EUSD support providers receive an application packet developed specifically for support providers. This packet includes selection criteria as well as roles and responsibilities for individuals selected to be support providers, which is submitted to the program director upon completion. Applicants submit a current resume and two letters of recommendation from colleagues, as well as a confidential survey that is completed by an administrator. Candidates respond in writing to two questions that deal with current pedagogy and classroom practices. The information from the completed application packets is reviewed by the program director, who usually visits the applicant's classroom as well. Applicants are interviewed by a panel that makes the final decision about which applicants will be offered a support provider role. This process ensures that the applicants selected have knowledge of the California Standards for the Teaching Profession (CSTP), adult learning theory, instructional practices relative to research-based best teaching and pedagogical practices in varied content areas, and effective interpersonal and communication skills.

Interviews with support providers revealed that two of the EUSD support providers have experience and credentials as education specialists and all are successful former classroom teachers who bring a wealth of experience to their positions. Several began as on-site TOSAs, mentoring new teachers on an almost daily basis, as needed. Candidates unanimously voiced the essential assistance their support providers deliver to facilitate their development as educators, evidence that the persons employed in this capacity are highly qualified in their different areas of responsibility. Support providers model best teaching and learning practices, share research-based strategies, instructional materials, professional literature and resources with their teacher candidates. During interview sessions with support providers and candidates, it became evident that the frequency of interaction is weekly, at a minimum. Interaction takes place through formative assessment feedback on Haiku, phone calls, emails, texts, and face-to-face meetings.

Support providers stated in interviews that core values include modeling continual improvement efforts, staying current with pedagogy and technology and being life-long learners. They continually collaborate with each other and function as a team in meeting the individual needs of all candidates, including those who are not on their assigned caseload. They attend professional development, such as the CUE conference for technology, often alongside the teachers they support. They participate in book studies and create an online newsletter that often triggers a sharing of ideas and strategies across the district. Initial training of support providers is done through the San Diego County Office of Education and the development of mentoring skills is a priority for the program director.

In the interview process, instructional personnel must demonstrate a willingness to participate in professional development to attain proficiency in California's Induction Program Standards 5 and 6, relative to pedagogy and universal access for all students, including English learners and students with special needs. In interviews, candidates indicated that many of the components of FACT Module C require them to plan differentiation for their diverse population. Professional development providers sign a memorandum of understanding in which they agree to uphold the established criteria for their position, which includes a provision that they "demonstrate knowledge and application of cultural, ethnic, language, cognitive, and gender diversity through attendance at program sponsored diversity training."   The assistant superintendent of HR discussed the goals of hiring professionals reflective of the population of the district, and that the program director is a part of the recruitment process. As specified in Precondition 3, EUSD is an equal opportunity employer and adheres to policies and procedures that are in place to ensure the hiring of qualified applicants. These decisions include employment, retention and promotion of employees. This practice in policy was confirmed by the Assistant Superintendent of Human Resources during interviews along with the Deputy Superintendent of Educational Services.

EUSD induction program provides numerous professional development opportunities throughout the year for support providers as well as opportunities for regular collaboration; they are knowledgeable and skillful in mentoring and supporting candidates in utilizing and implementing formative assessment tools in their classroom within the context of teaching in the EUSD. Support providers meet regularly as a group in BLT meetings, and share an office, which makes continual "collaboration and calibration an almost daily event". The thorough grasp of the academic standards, frameworks and accountability systems that drive the curriculum of public schools is evident in the statements made by candidates in interviews. Two teachers that had done their first year of induction in other school districts were particularly vocal about the level of individual support they receive from these knowledgeable and skilled individuals. This is further supported by professional development evaluations, mid-year and end-of-year surveys. A common theme was voiced across interview with different stakeholder groups, that the support providers serving the first and second year teachers are exceptional. Program completers shared that their relationship with their support providers remains strong, that they can still ask for support and receive it immediately. One program completer stated "He's still my support provider" about his former mentor.

The advisory board has a representative from California State University, San Marcos as a member. EUSD's program director and BLT members collaborate with colleagues in P-12 settings in the North County Professional Development Federation, the San Diego County Office of Education and two different cluster groups. When IHE representatives are present at the meetings, networking around TPA updates, connections to induction program work, and trends/patterns in teacher preparedness occurs. The EUSD has developed a strong relationship with the teacher preparation program at California State University, San Marcos, and the BLT indicated that officials at the university have changed course offerings at their suggestion.

A comprehensive, broad and rich program to support faculty development is evident in the reports and documentation prepared for the accreditation activities. The "At-a-Glance TOSA Calendar" shows monthly forums including topics such as orientation, lesson design, classroom instruction for English learners, Connecting Assessment and Differentiated Instruction, along with various forums to support candidates with the inquiry process that is part of FACT. Additional support is provided at triad meetings and collaborative support sessions as well as individual support from support providers. There is a focused, collaborative effort from the governing board to on-site TOSA's to support program teachers and develop their skills to provide high quality education to the students in the community. This was verified in interviews with different stakeholder groups, who consistently praised the value of professional development and individualized support provided by support providers, instructional coaches, professional development providers, the program director, site administrators and district administration. The commitment to the development of candidates is furthermore supported by the resources the EUSD devotes to the program. A large financial commitment was made when the district moved away from on-site only support providers to five full-time release support providers as well as instructional coaches. This is also evident in the use of outside professional development providers such as classroom management with Rick Morris and Spencer Kagan's cooperative learning strategies.

Procedures and tools are in place to evaluate the performance of support providers and professional development providers. There is a process for changing ineffective candidate and support provider assignments. Candidates complete evaluations and surveys, such as a mid-year survey that provides data for evaluating support provider and professional development providers. Another tool used to evaluate support provider effectiveness is the support provider formative feedback profile. There is a system of evaluation in place that ensures only those support providers that are consistently effective are retained. For example, the program director does "ride-alongs" to observe the support providers as they work individually with teachers. The stakeholders hold weekly Friday update meetings, in which program and support provider progress and effectiveness are discussed. Support providers self-assess using the continuum of mentoring practice and develop their own improvement plans, with specific goals each year. They meet with the program director to discuss their development and goals. She, in turn, supports the attainment of support provider goals with professional development opportunities such as the CUE conference and QTEL training.

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

As documented in the Advisement Steps for Eligible Program Participants and based on interviews with EUSD human resources staff, the admission process is initiated by the credential analyst at the point of hire. Once hired, candidates are provided with a new hire packet upon signing an employment contract. The packet includes a checklist indicating current teaching credential(s) held, an advice and assistance memorandum of understanding that requires the candidate's signature, a contract that covers candidate roles and responsibilities and information about the required induction orientation. At the same time, candidates receive an induction program brochure and are encouraged to contact program staff.

The completed new hire form is submitted to the induction program director to review for eligibility for the induction program. The program director officially notifies candidates of final program eligibility and support provider matching status. Prior to meeting their assigned support provider, candidates submit a new teacher needs assessment (Google form) indicating the "level of concern" they have in specified areas including personal, instructional, and organizational contexts. This data is utilized by support providers to design both individualized and large-scale support (e.g. professional development opportunities).

All candidates must hold a California (or out-of-state) preliminary credential. This is defined as a Multiple Subject or Single Subject credential. In all cases, the teacher must be in a teaching assignment that allows the participant to demonstrate the knowledge and skills required by the Commission on Teacher Credentialing and Induction Program Standards.

As specified in Precondition 3, EUSD is an equal opportunity employer and adheres to policies and procedures that are in place to ensure the hiring of qualified applicants. These decisions include employment, retention and promotion of employees. This policy was reiterated by the Assistant Superintendent of Human Resources and credential analyst during interviews.

Evidence review and data collected during individual and group interviews confirm that the district and program staff understand that all candidates possessing a California preliminary teaching credential through completion of a SB2042 teacher preparation program have appropriate pre-professional experiences and personal characteristics, including sensitivity to

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California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

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

Escondido USD provides personnel from several departments to advise applicants about their academic, professional and personal development. Qualified members of the EUSD induction program, who have been vetted as detailed in Common Standard 4, provide on-going and thorough advice and assistance to candidates. Upon being hired, there is a process to identify teachers who qualify for the induction program.   The credential analyst completes a professional teacher induction checklist and provides credential and eligibility information to the program director. Candidates are then notified of their participation status. Advice and assistance continues at an initial advice and assistance orientation. Candidates are introduced to the EUSD's Haiku learning management system and program requirements at the initial orientation meeting.   Support providers work with candidates at least weekly to guide candidates through the FACT system, development of an Individual Induction Plan (IIP), development of a technology plan that is integrated into the induction plan and inquiry, Program Standards 5 and 6, non-negotiable teaching strategies, and planned forum sessions. These meetings are documented in monthly accountability logs, completed by the candidates and support providers.

Site administrators, district administrators, and candidates were effusive in interviews about the quality and effectiveness of EUSD's support providers. When asked to describe a typical meeting with their support providers, candidates responded that "It begins with a hug," and conversations about how the teachers are doing on a personal level. From there, the candidate and support provider begin working collaboratively on tasks or issues that they have identified. The candidates agreed that the support providers always follow through with what they say they'll do, when additional resources or support from a TOSA or coach are needed. One candidate stated that "My support provider asks guiding questions to pull ideas from me rather than telling me what to do, which has been really helpful in my development as a teacher." Two other candidates indicated that they had worked with two different EUSD support providers and found the support they received to be uniformly positive and effective. All

candidates agreed that their support providers "help in any way they can," are "encouraging and positive in helping them complete tasks." Furthermore, all stated that they are well matched with their support providers, who help them learn to "reflect naturally, be willing to try new things, be lifelong learners, develop good habits and attitudes about professional development" and they "feel lucky to be a part of the Escondido Union School District."

Appropriate participant pathways are accessible for candidates to attain all program requirements. Advice and assistance occurs through meetings with support providers, forums that focus on the formative assessment process and program standards, triad meetings with site administrators, and feedback on e-folios. Additionally, all candidates complete an application form for entry into each of the two years of the program. They are able to note possible challenging situations in their teaching assignments and are provided with resources and information to assist with these challenges. These challenges may result in additional in-class assistance with classroom management and/or combination/multi-age classrooms, professional development in an area of specific need identified in the CSTP, coaching in a specific area, assistance with planning, opportunities for peer observations, additional classroom materials and additional support provider assistance.

Furthermore, the information obtained from the application form is used to identify teachers who may need additional assistance but have not requested it. This needs assessment allows program members to develop appropriate individualized support, develop professional development forums, and identify resources to support teachers in the classroom. Progress is documented on various forms utilized by induction program leaders and support providers, including an advice and assistance form, verification forms, tracking record for beginning teachers, and program completion status letters given to the teachers upon successful completion of year one and year two of the induction program.

In interviews, candidates and program completers expressed how the feedback they receive from their support providers, e-folio reviewers and site TOSA is helpful. They receive commentary and suggestions on their e-folio quickly. One teachers stated that adoption of Google docs and the Haiku learning management system makes it possible to interact frequently, and one teacher stated that "I see my SP 'spying on me' while I'm working." They feel like their support providers will do anything it takes to help them succeed.

Interviews with the BLT and Assistant Superintendent of Human Resources indicate that the EUSD processes of support, assistance, assessment and evaluation ensure that the district only retains candidates who are suited for entry or advancement in the education profession. Site administrators meet with the advisory board to inform members about the progress of their candidates, a practice that promotes a collaborative effort in supporting novice teachers in their teaching development. The results of these informative meetings are used to guide support providers in the work they do with the candidates on their caseloads. Evaluations for

permanent status in the district are the domain of the site administration and HR department, but continual assessment of candidate progress and proficiency is considered.

Processes are in place to provide support and assistance to candidates to ensure the teachers receive the advice and assistance they need. Minutes from leadership meetings highlight candidate progress and needed assistance. There is a clear process for resolution if the pairing of a candidate and support provider is not effectively meeting the teacher's needs. There is also an advice and assistance document that is completed to guide the identification of an area of need and steps to be taken to for improvement. Sample e-folios provide evidence of feedback on candidates' formative assessment work. Triad meetings occur once a year with the site administrator, candidate and support provider. Site administrators expressed appreciation for the triad meetings since they provide a venue for collaboration and communication around aligning the inquiry process to site-specific goals.

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 EUSD induction program utilizes FACT in addition to local formative assessment tools, such as professional development reflections, and regularly scheduled reflections of the plan, teach, reflect and apply cycle. These assessment tools provide candidates with a planned sequence of classroom-based experiences that allow them to develop and demonstrate knowledge and skills necessary to educate and support all students effectively in meeting required academic content standards. At the core of EUSD's induction program is an evolving professional development program that requires candidates, along with the support and collaboration of support providers, to make practical, meaningful application of the CSTP. EUSD candidates apply new ideas and strategies from professional development program, individual and targeted guidance from support providers and TOSAs and FACT related research in their classrooms to improve their teaching practice and student learning.

Interviews with candidates reveal that they appreciate the professional development they participate in, and appreciate the structure that gives them choices in which ones they attend.

They expressed that the professional development is relevant to their classroom situations and that it pushes them to strive for continual improvement in their instructional practice. They describe how they seek out professional development from their on-site TOSAs, and feel like the professional development is individualized for them. A candidate stated that "the professional development helps create depth of knowledge rather than giving them everything at once and hoping something that is useful."

The EUSD human resources department and school site administrators are responsible for the hiring and selection of school sites and classroom assignments for candidates, based on where teaching staffing needs occur. The program support providers, with oversight from site administrators, advisory board and BLT are the program's clinical and supervising personnel. Rigorous expectations for support providers are evident in job descriptions for the position, and candidate surveys demonstrate the effectiveness of hiring practices. Candidates stated that they are well-matched with their support providers, feel that they have received strong support in their development, as well as with special circumstances in their teaching assignments, and benefit from professional development provided by the program and the EUSD.

Five full time release support providers are supervised by various stakeholder groups and evaluated annually through established procedures. Two of these support providers are education specialists, which enables them to support teachers with differentiation for their special needs students.

The EUSD schools serve diverse elementary and middle school populations, which affords candidates multiple opportunities to develop effective teaching strategies through the induction program. Candidate surveys indicate that most do not have higher than average populations of students with special needs, behavior issues, and/or English language learners, and those few who have special circumstances in their teaching assignments, feel strongly supported, both by program members and school site personnel. Candidates are provided with professional development in the area of diversity and are given the opportunity to collaborate with their colleagues to develop plans to meet the learning needs of their students, along with opportunities to reflect on their own development in culturally responsive teaching. In addition to program personnel, the EUSD has site-based instructional coaches who also work with candidates to develop their repertoires of teaching strategies.

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

EUSD candidates know and demonstrate professional knowledge and skills through the completion of FACT documents, which are the foundation of the e-folios. The FACT documents provide a foundation for the inquiry cycle. Candidates begin by establishing the context for their teaching assignment through the completion of FACT Module A. They identify areas of interest, CSTP growth needs and/or district focus goals to decide on an inquiry topic. The plan, teach, reflect and apply cycle is woven throughout FACT Module C, giving candidates the opportunity to research possible instructional strategies and resources to support the identified need. From this research an implementation plan is developed and the plan is put into practice. Candidates monitor and analyze the results of their plan on student achievement.

Candidates are given multiple opportunities to reflect on their experiences, and are provided feedback throughout the process. Additionally, candidates use locally created reflections for professional development and forums. These reflections require candidates to select one or two strategies or concepts from the presentations and try them out in their classes. Again, candidates plan, teach, reflect, and apply on the effectiveness of the strategies implemented.

Further evidence of candidates' professional knowledge and skills is seen in monthly accountability logs that document interactions with support providers. Candidates interact weekly with their support providers, who support and assist with individual growth in teaching practice. Conversation guides and the continuum of teaching practice are also used to promote reflective conversations in self-assessment of development of skills in the CSTPs.

There is ample evidence of on-going, systematic assessment of candidates' skills and knowledge, allowing the EUSD to affirm that "engaging in the formative assessment process over the two-year period supports candidates to ensure instruction is not only aligned to California's academic content standards and performance levels for students, but also ensures that candidates can provide evidence that student achievement targets are being met through explicit instructional planning and instructional delivery/implementation of best teaching practices."

The completion of FACT documents, weekly interactions with support providers, attendance at induction program professional development offerings, collaborative sessions, and participation in the colloquium are evidence that demonstrate how candidates meet competency requirements as specified in the program standards. Specific rubrics and grading policies allow

program staff to assess candidates' IIPs, e-portfolio reviews and completion of all program requirements.

Induction program completion is determined for each candidate by the program director. Using all available evidence for completion requirements, the program director makes recommendations for clear multiple subject and/or single subject credentials to the California Commission on Teacher Credentialing. The program director notifies the assistant Superintendent of Human Resources regarding credential recommendations. Human resources is responsible for submitting professional verification forms to the San Diego County Office of Education.

Program Reports
General Education (Multiple Subject/Single Subject) Induction

Program Design
Escondido Union School District (EUSD), a K-8 district, is the lead educational agency for a General Education (Multiple/Single Subject) Induction program. EUSD is a K-8 district. The program director, the Deputy Superintendent of Educational Services, the Assistant Superintendent of Human Resources, and the superintendent share leadership. The leadership model for EUSD's induction program is based on the results of research of effective educational and continuous improvement processes, developing a professional educators and collaboration between all stakeholders.

EUSD's program director who has oversight of the induction program is also the coordinator of student learning services in the district educational services division, and participates in regularly scheduled division meetings, principal meetings, site visits, instructional rounds, as well as district professional development initiatives for ongoing collaborative and communicative purposes. The program director collaborates with clerical staff, the Assistant Superintendent of Educational Services, the Assistant Superintendent of Human Resources and Special Education Services, support providers, site administrators, advisory board members, and candidates. The program director also participates in the induction program's leadership team, known at the district as the BLT (BTSA Leadership Team).

The BLT includes full time released "teachers on special assignment" or TOSAs, who are highly-qualified support providers. TOSA's have an understanding of adult learning theory and provide a variety of professional development opportunities for the induction candidates. Support providers provide differentiated support and assistance based on the needs of candidates. They define goals, articulate and model effective instructional strategies, craft key messages, implement tactics, review results data and participate in continuous improvement Interviews with the BLT leadership team members and the site support providers indicate that communication with site administrators is effective and support provider professional development has included structured collaboration, engagement strategies, development of

coaching skills aligned with the FACT process, and a focus on developing strong inquiry process/questions. Throughout interviews with all stakeholders, it was evident that this "team-approach" to supporting candidates was crucial to the success of the program.

Escondido USD uses the Formative Assessment for California Teachers (FACT) system following its guiding principles for formative assessment. Utilizing Richard DuFour's "Learning by Doing," EUSD is building professional learning communities. EUSD's program focuses on the plan, teach, reflect, and apply cycle as all candidates engage in the formative assessment process, and learn more about the context of the district's vision and priorities. Site Administrators commented that all teachers, both new and veteran, benefit from the induction experiences of candidates stating, "We all learn from them."

EUSD utilizes the Haiku learning management system.   All candidates submit the FACT modules through Haiku assignments, and also attend professional development forums on district focus goals, induction standards, and teacher needs. Support providers have the opportunity to monitor their candidates' professional growth through Haiku. Candidates create an electronic portfolio containing formative assessment work completed over the two year program. Leadership team members provide feedback and suggestions to candidates regarding their work around the California Standards for the Teaching Profession (CSTP) and induction program standards. BLT members, support providers, and candidates indicated that using the Google documents and Haiku learning management system provide an effective and user-friendly resource that keeps all stakeholders informed of all the program requirements and resources of the program, often in "real-time." During the interviews candidates emphasized that the Individual Improvement Plan (IIP) was instrumental in providing a focus for their development and accessing resources.

In every phase of the accreditation cycle, the program disaggregates and analyzes data from multiple sources, including surveys, professional development feedback, candidate participation, and program completion data, as well as informal feedback from program leaders. This helps to ensure that the program is effectively providing services that build candidate competency. For example, all stakeholders have opportunities to provide input to the program director, the leadership team, professional development providers and colleagues.

Advice and assistance meetings can be scheduled and/or requested at any time during the year from any stakeholder (e.g. site administrators, support providers, candidates) and structures are built into professional development sessions for providing feedback to colleagues and peers. Self-reflections and candidate feedback are also built into each professional development session using Google forms. Discussion boards are a part of the Haiku learning management system and email, phone calls, texts and informal conversations occur frequently in both formal and informal settings. Additionally, mid-year surveys are provided to candidates and support providers and formal feedback is provided at the end of the year through a survey of all stakeholders.

Stakeholders have input on the program through the program survey administered annually to site administrators, support providers, and candidates. Further evaluations are completed at the professional development sessions. Ongoing feedback from all stakeholders is provided to program staff. The data generated from these surveys is reviewed by the BLT, professional development providers, support providers (district and site), and program director with appropriate recommendations being determined as a result. Site administrators noted that a strength of the program is its use of multiple (formal and informal) measures to guide ongoing program changes informed by data.

Course of Study
EUSD's program director and support staff work collaboratively with the human resource analyst to identify all eligible candidates within the first few weeks of a given school year. The director sends a letter of eligibility, along the name of a support provider to the candidate usually within the first two to three weeks of school   Support providers make an informal contact with their candidate prior to the year 1 or year 2 induction orientation. At orientation, candidates are introduced to Haiku learning management system and the content of their program. Candidates have an opportunity to explore and become familiar with Haiku as presenters model and support teachers during the orientation session.

In the EUSD's induction program, candidates work collaboratively with their support provider primarily using the FACT processes throughout their two-year induction experience. Documentation of this process is housed in the candidate's e-portfolio. A review of e-portfolios and interviews with candidates, support providers, and site administrators confirmed the value of this process in developing reflective teachers. Candidates noted that the plan, teach, reflect and apply cycle that guides their work in the formative assessment process was vital to their growth in the profession.

Professional development is designed to support candidate needs and is differentiated based on prior experiences, knowledge, identified needs, interests, grade level and/or content areas, and district priorities determined through focus goals. Pedagogy, universal access, teaching English learners and teaching special populations of students are reflected in EUSD's focus goals and are important components in professional development. EUSD provides candidates the opportunity to register for a variety of professional development options through the Electronic Registration Online (ERO) program.   Professional development options include district, site-based and county   offerings, conferences, and classroom visitations based on candidate needs and inquiry focus. EUSD provides a calendar/roadmap that identifies for candidates each of the components of the program to be completed during both year 1 and year 2. With a focus on teaching and learning, the sequence of modules includes inquiries into each of the induction standards as well as opportunities for self-assessment and reflection.

Candidate Competence

EUSD's candidates are responsible throughout the induction program for providing documentation and evidence supporting "learning by doing." Candidates follow the formative assessment process and complete assignments using Google docs. Candidates work with support providers to ensure that meaningful and job-embedded professional development occurs in order to meet module due dates. All due dates must be met unless there are extenuating circumstances. Throughout the program, a candidate's progress is monitored by support providers and the program director. For candidates who need time to work independently or with leadership team member(s) or colleagues, the program offers voluntary collaborative support sessions. However, the program director can require that a candidate who is struggling or in jeopardy of not completing the program in a timely manner attend a support session to receive individual advice and assistance. During interviews, it became apparent that the candidates value the opportunity to attend collaborative support sessions and reported that although it does not happen frequently, if a candidate is required to attend a session, it is helpful and not necessarily punitive in nature.

During interviews candidates were excited to have the opportunity to present their work and learn from others. Current candidates and completers reported that there is a range of how frequently they meet face-to-face with their support providers. Some candidates meet bi-weekly, others weekly, and in some instances, daily. Candidates commented that they have ongoing interaction with support providers by email and telephone and support providers are very responsive and will meet more often upon request. A candidate stated that they "always have someone in their court" who is accessible 24 hours a day. Completers stated that their support providers continued to be available to them for guidance even after they completed the program.

Feedback for all formative assessment assignments is provided by the leadership team (BLT) in the form of a rubric and/or verification of completion form. Candidates review the feedback provided, make revisions as requested, initial the form as proof of self-assessment and then submit the module into the Haiku learning management system. A "grade" is given for each assignment which is reflected in a report/transcript for each candidate. This report along with the induction completion verification tracking form become a part of a candidate's file and evidence of the completion of program requirements in preparation of the recommendation of the clear credential. In interviews, candidates stated that the reflective practices incorporated in the induction process help them with application of best teaching practices.

Each year candidates present a summary of teaching and learning to a group of colleagues, support providers, district and/or site administrators, advisory board members, EUSD's board of education, and/or members of EUSD's teachers' association. During this colloquium candidates may share e-portfolios, student work samples reflecting differentiated learning opportunities for diverse student populations, "focus student" data and work samples, problem-based learning, inquiry projects, and other artifacts that might reflect on their

development as professionals and their instructional impact on student learning. Following the colloquium, the candidate e-portfolios are reviewed and the review becomes a part of the candidate's file. Candidates who do not complete the program are notified about specific components that need to be completed in order to receive Year 1 or Year 2 Program Completion status.

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with administration, leadership team members, site principals, candidates, graduates, and support providers,   a   the team determined that all program standards are fully **Met** for the General Education (Multiple Subject/Single Subject) Induction program.