

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

April 2015

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at San Ramon Valley Unified School District. The report of the team presents the findings based upon reading the institutional self-study reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions for all Programs Offered by the
Institution**

Common Standards		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	Does not apply to Tier II credential programs		
9.	Assessment of candidate Competence	X		

**Program
Standards**

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

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

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

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

Institution: San Ramon Valley Unified School District

Dates of Visit: February 9-11, 2015

**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, mentors, participating teachers, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards

After a review of the institutional report, supporting documentation, and information collected from interviews, the consensus of the team is that all program standards are **Met**.

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/coaches, administrators, and other stakeholders. 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) Clear Induction
Education Specialist Clear Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- San Ramon Valley Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Ramon Valley Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Sean McCarthy
Murrieta Valley USD

Common Standards Cluster:

Patricia Maricich
Palos Verdes Peninsula USD

Mary Rees
Palmdale School District

Program Standards:

Cheryl Dultz
San Juan USD

Staff to the Visit

Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

NTC-FAS Documents Common Standards Report Program Assessment Report Program Assessment Feedback Meeting Calendars Follow-up Survey Results End-of-Year Survey Results Program Assessment Feedback Biennial Reports Biennial Report Feedback Mentor Training Agendas & Handouts Mentor Applications Mentor Recruitment Documents Program Budget District Goals and Objectives SRVTIP Website (Online PD Resources) Orientation Video	BTSA IHE Collaboration Meeting Agendas Local Directors Meeting Agendas & Minutes New Teacher Packet Participating Teacher MOUs Education Specialists MOUs Site Administrators MOUs Mentor MOUs Participating Teacher Handbooks Mentor Teacher Handbooks Site Administrator Handbooks Early Completion Option Information Early Completion Option Requirements Job Alike Training Handouts Activity Logs Portfolio Samples Peer Panel Feedback Samples PT-Mentor Letters
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Interviews Conducted

	Team Member Interviews
	TOTAL
Candidates	42
Completers	30
Site Administration	15
District Administration	5
Program Coordinators	2
Support Providers	30
Advisory Board	6
Credential Analyst	1
IHE Representatives	3

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

Background information

The San Ramon Valley Unified School District (SRVUSD) encompasses the communities of Alamo, Blackhawk, Danville, Diablo, and San Ramon (including the new Dougherty Valley communities in east San Ramon) as well as a small portion of the cities of Walnut Creek and Pleasanton. The district is comprised of 35 schools serving more than 32,000 students in Transitional Kindergarten through Grade 12. The District employs approximately 3,500 people, hiring 250-300 employees per year. With an annual operating budget of over \$236 million, SRVUSD receives more than \$17 million per year in parent/private donations, and \$6.7 million per year from a local parcel tax.

District students are exposed to a rigorous, 21st century, standards-based curriculum with a strong focus on the essential skills including language arts, mathematics, social studies, and science. With an Academic Performance Index of 928, SRVUSD ranks 8th among all unified school districts in California, and 3rd in northern California. 98.5% of 10th graders pass the High School Exit Exam. Over 94% of SRVUSD graduating seniors attend college or university. The district has been recognized for its excellence through such honors as the State Department of Education's Distinguished Schools Award (schools in the district have received this honor more than 50 times, more than any other district in northern California), and through recognition by the U.S. Department of Education as National Blue Ribbon Schools. The district has a wide range of state and federally-mandated special education programs. The district's Inclusion Program is a model in the state. All district K-12 schools have resource specialist programs and site staff includes at least one resource teacher and a part-time psychologist, speech therapist, and health educator.

Education Unit

The SRVUSD Teacher Induction Program (SRVTIP) is a “mixed model” of mentoring with full time teachers on special assignment (TSAs), classroom teachers, and retired teachers serving as mentors to participating teachers (PTs). The coordinator, a TSA under the guidance of the Director, the Assistant Superintendent of Educational Services, is responsible for the overall coordination and implementation of the administrative components of the program. Currently, three TSAs serve as mentors to participating teachers (PTs), provide professional development to participants in the program, and act as site liaisons. As site liaisons they are the link between the mentors, participating teachers, site administrators, and the program. The coordinator and TSAs are the Leadership Team which meets monthly with the induction program coordinator. Further, the Educational Services Council (ESC) made up of the Assistant Superintendent of Educational Services and all the Educational Services Directors, is the Advisory committee for the SRVUSD Induction Program and meets quarterly.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
General Education Induction Program	Advanced	52	109	CTC
Education Specialist Induction Program	Advanced	6	25	CTC

The Visit

The visit began at 10:30 a.m. on Monday, February 9, 2015. The team members convened at the hotel late Monday morning for an initial meeting, including review of the accreditation process, roles and responsibilities of team members, and drafting of interview questions. At noon, the team convened at the San Ramon Valley Unified School District office where the team attended a program orientation, was given a tour of the facilities, and had full access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon interviewing stakeholder groups and reviewing program documents. A team meeting was held that first night wherein the team reviewed each Common Standard, the program summary and identified additional information needed to confirm that the program was meeting standards. Interviews of stakeholder groups continued on Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, February 11, 2015.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

The San Ramon Valley Unified School District Teacher Induction Project has created and articulated a program aligned with the California Standards for the Teaching Profession (CSTP) and the California adopted standards and curriculum frameworks, that provides a foundational process for new teachers to move seamlessly from pre-service to employment, professional practice, and developmental growth along the *Learning To Teach Continuum*. This is evident in the program's use of New Teacher Center Formative Assessment System (NTC-FAS) and research-based approach to professional development. An examination of the NTC-FAS tools and processes, including completed NTC-FAS documents, portfolios, reflections, fieldwork protocols, and evaluations confirmed this alignment.

The SRVTIP Leadership Team is comprised of the Director of SRVTIP, the Coordinators of SRVTIP, and SRVTIP Teacher on Special Assignment, and meets regularly to plan, manage and coordinate procedures and resources, and assess candidate competence and program effectiveness. Leadership Team meeting agendas and interviews with team members confirmed regular participation in collaborative planning sessions. Leadership Team members reported that in addition to planning induction experiences for participating teachers, resource and budget allocations were regularly discussed, and a variety of assessment data was examined to inform program direction.

The SRVTIP Leadership Team Coordinators and Teacher on Special Assignment (TSA) also serve as site liaisons, and they work collaboratively in this role with district and site administrators, advisory members, and mentors to organize and coordinate the program. Close collaboration with the New Teacher Center and a partnership with local Institutions of Higher Education (IHEs) through the Collaboration of IHE and Teacher Induction (CITI) formerly known as BTSA Institute of Higher Education Collaboration (BIC), and the SRVTIP Leadership Team assure the continuity vital for a seamless transition from pre-service through the Clear Credential recommendation. Meeting agendas and minutes confirm that the program leadership meets regularly with these stakeholder groups. Interviews with district leadership, IHE representatives, and the SRVTIP Advisory Board confirmed a high level of collaboration in the design and implementation of the program. District leadership reported that this collaboration resulted in an induction experience for participating teachers that was "seamlessly aligned" with district professional development initiatives.

The San Ramon Valley Unified School District Teacher Induction Project (SRVTIP) Leadership Team has the authority and institutional support needed to create effective strategies to achieve the goals of the SRVTIP. An examination of the organizational chart and the program budget, and interviews with program leadership, mentors, participating teachers and graduates confirmed that this authority and institutional support enabled the program to achieve its goals.

The San Ramon Valley Unified School District Teacher Induction Project (SRVTIP) conducts ongoing reviews of candidate progress and maintains a full accountability report in the New Teacher Support System Database. Regular meetings with the Site Liaison, (SRVTIP TSA) and mentors/PTs at site, along with website updates and timely emails, keep site mentors and PTs informed of progress. An examination of the database and accountability reports, and interviews with mentors, participating teachers and graduates confirmed that ongoing reviews of candidate progress are conducted and feedback is communicated. District leadership, site administrators, and Advisory Board members report that they are regularly informed of program assessment data.

Standard 2: Unit and Program Assessment and Evaluation

Standard 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.

Review of program documents and interviews with unit leadership indicate that San Ramon Valley has an assessment and evaluation system for ongoing program and unit evaluation and improvement. Interviews with candidates, completers, mentors, and site administrators verify that they have multiple opportunities to evaluate program effectiveness. Evaluations are completed after each program event and professional development training or seminar. Candidates and mentors provide feedback to the program through a mid-year survey as well as the annual end-of-year survey. Principals verify that they have opportunities to provide feedback to the program through ongoing communication with the program leadership, and through the surveys. Examination of the Biennial Reports indicates that program evaluation data are analyzed and used to plan program improvement.

The program leadership and advisory board provide oversight of the evaluation results and contribute to the resulting program adjustment plans.

The program coordinators collect, analyze, and utilize data on candidate and program completer performance. Participating teachers and mentors report that the formative assessment portfolio is maintained online and that the online portfolios are assessed twice a year by trained and calibrated readers for completeness.

Targeted feedback is provided to the candidates and their mentors. Program leadership analyzes the results from the candidate submissions and identifies trends and participant needs. These results are shared on an ongoing basis with district leadership, advisory board members, and the school board. Interviews with the program leadership, district leadership, and advisory board members confirmed that results are used to inform professional development needs of candidates and mentors.

Program leaders share that at the end of the year, results from event evaluations, candidate assessment, mid-year and end-of-year surveys are used to set program goals for the following year. The mid-year and end-of-year surveys are adjusted each year to align with program goals in order to determine the impact of program changes.

Standard 3: Resources

Standard Met

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

The San Ramon Valley TIP (SRVTIP) budget is established each year through the LCAP process. Examination of the current budget reveals monetary support for program coordinators, site liaisons, clerical support, mentor stipends, formative assessment, professional books and materials, training materials, and professional development activities for program stakeholders. Expenses related to ongoing program evaluation and annual improvement plans are also included in the program budget. The SRVTIP budget draws from general and other funds.

SRVTIP budget includes laptops for each member of the Leadership Team, and the maintenance of the SRVTIP website. The district provides the program with office space, furniture, telephones, and additional technology for the program, as well as rooms for program meetings and professional development.

The Assistant Superintendent of Educational Services, the Director of SRVTIP, the SRVTIP Induction Coordinators and the Budget Analyst meet to determine how to best provide sufficient resources to serve the needs of the participants. Interviews with program leadership, district leadership, and advisory board members confirmed that a process inclusive of all programs is in place to determine resource needs.

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.

The San Ramon Valley Unified School District (SRVUSD) employs qualified staff to supervise the Project and to deliver induction services to participating teachers:

- Program director
- Program Coordinators/mentors full-release
- Site Liaisons/mentors full release
- Coach-Mentor full release (Teachers on Special Assignment)
- Full time teaching mentors
- Retired mentors

All three members of the SRVTIP Leadership Team serve as liaisons for individual sites, and coordinate the daily operations of the program. They work closely with other site liaisons to ensure that all PTs are actively engaged in the program and professional growth experiences that lead to program completion and the California clear credential.

The SRVTIP Program Coordinators, Teachers on Special Assignment (TSA) coaches, and mentors serve as professional development providers for the program and demonstrate working knowledge of the *California Standards for the Teaching Profession (CSTP)*, state-adopted content standards and frameworks, content and grade-level pedagogy, and developmental levels of learning for both adults and students. They model best practices in education and have a commitment to life-long learning. They collaborate in the design and delivery of professional development and supervision of field experience. This high level of knowledge and skills was affirmed through interviews with participating teachers, district leadership, and site administrators. Program leaders and mentors demonstrated during interviews that they were highly knowledgeable of standards and pedagogy.

The SRVTIP Leadership Team works closely as liaisons with site administrators to recruit qualified teachers to serve as mentors at their site. Interested teachers must apply to SRVTIP for available mentoring positions. Applicants must have the recommendation of their principal, and be willing to serve as mentors as the need arises at their site. Mentors must be willing to meet and work with candidates at least four hours a month and engage the candidates in the formative assessment process. They must have knowledge of beginning teacher development.

Knowledge and understanding of common core standards is cited as a desirable attribute by principals. Site and district administrators understand the importance of the match between the mentor and the candidate. As part of the application process, applicants self-assess on a continuum of mentoring skills to determine entry level skills. The mentor MOU outlines the roles and responsibilities established by the program.

SRVTIP mentor training is aligned with the program goals. Mentors engage in learning activities to develop in depth of knowledge, and refine skills related to the *California Standards for the Teaching Profession*, cognitive coaching, adult learning theories, and the appropriate use of the New Teacher Center Formative Assessment System (NTC FAS). SRVTIP provides seven full days of training for mentors over a two year period. The program collaborates with NTC to develop the curriculum for mentor trainings. In addition, SRVTIP Teachers on Special Assignment design and present mentor/PT forums semi-annually that further support developing mentor skills. Mentors reported that the initial and ongoing training they experience and the ongoing support they receive from program leadership has prepared them to support effectively their participating teachers.

The SRVTIP Leadership Team, consistently participate in, and contribute to high quality professional development activities at the state, regional learning team partnerships, and Collaboration of IHES and Teacher Induction (CITI) formerly known as BTSA-IHE [BIC] Collaboration Meetings. They also actively participate in triannual New Teacher Center [NTC] Formative Assessment Support and Network Meetings every year.

Program leadership reported that they strive to actively recruit a highly qualified and diverse population of mentor teachers who are knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. In addition, the district has implemented Dr. Sharrocky Hollie's Culturally Responsive Teaching and Learning (CRL) modules with their staff, and mentors are trained to deliver these strategies and encourage participating teachers to further explore CRL through their inquiries into practice.

SRVTIP retain only exemplary mentors and TSAs through utilizing both formal and informal, context-specific personnel assessments. The program collects ongoing data through both formal and informal surveys about the quality of services provided by their mentors. In addition, collaboration between site administrators, the SRVTIP Leadership Team, mentors and participating teachers serves as a source of anecdotal evaluation. Participating teachers confirmed that at the end of each school year, they are asked confidentially to determine if they want to continue their work with their current mentor and their requests were typically honored. Program leaders confirmed that only mentors who have demonstrated a competent mentoring skill level are retained. Participating teachers and site administrators consistently commented on the high level of knowledge and skill of mentor teachers in the program.

Standard 5: Admission**Standard Met**

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

Admission to the San Ramon Valley Unified School District Teacher Induction Project (SRVTIP) begins as the program collaborates with Human Resources and credential personnel to identify eligible teachers upon hiring. The credential analysts analyzes the candidates' eligibility for the SRVTIP based on the Commission adopted requirements. The HR department completes an information form, provides information about the program, and notifies the SRTVIP department of the teacher's eligibility for the program. Interviews with the credential analysts, Human Resources, and project leadership indicate the program has created a collaborative structure to identify new teachers. SRVTIP sends an email to each site administrator to verify the participating teacher is at their site and to ask if any other candidates are at their site.

The San Ramon Valley Unified School District (SRVUSD) Board Policies and Administrative Regulations prohibit unlawful discrimination of job applicants. Selection of possible candidates for each position is based on a valid screening processes, interviews, observations and recommendations from previous employers or other professional references. No inquiry can be made with regard to any category of discrimination prohibited by state or federal law.

The Assistant Superintendent of Human Resources stressed the importance of hiring the most qualified teachers for positions in the San Ramon Valley Unified School District. Interviews with Human Resources indicated that SRVUSD expanded the geographic location to recruit teacher candidates from diverse populations. Recruitment efforts include university job fairs, Ed-Join, and the use of social media, including LinkedIn and Twitter accounts.

Standard 6: Advice and Assistance**Standard 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.

Once identified, the San Ramon Valley Teacher Induction Project (SRVTIP) Coordinators send a welcome letter that advise the participating teachers (PTs) of the location of the SRVTIP website and orientation video. These sources outline the requirements for completing a Clear Credential, the role or the mentor, professional development resources, details on the Early Completion Option, portfolio requirements, and new teacher resources.

Each PT is assigned a mentor for the course of the project. Assigned site liaisons provide additional support to the candidates, mentors and site administrators. Administrators report that participating teachers receive support from their mentors and the site liaisons. One principal stated, “I have seen first-hand how they (participating teachers) collaborate and learn. Participating teachers are much more adept at modifying curriculum by working with their mentor.”

Participating teachers attend a program orientation either during the school day or after school as they chose. PTs sign a Memorandum of Understanding that outlines the program requirements including meeting with a mentor, participating in professional development and program meetings, and the method of communicating questions and concerns to their mentor, the site liaison, or project coordinator. Interviews with PTs reflect that the Welcome Packet, orientation video, and initial meeting with program leaders informed them of the program requirements, and the mentors guided them throughout their project experience to ensure requirements were completed on time.

The New Teacher Center *Formative Assessment System (NTC FAS)* supports the PTs’ growth over the course of the two-year program. PTs meet with their mentors on a weekly basis to engage in the formative assessment process and reflect on the PTs’ growth. The Collaborative Assessment Log (CAL) documents the mentor/PT meetings, identify what is working, areas of growth or challenges, next steps, and impact on student achievement.

The Inquiry Action Plan (IAP) is the center of the second half of each year of induction. PTs attend a Peer Support Panel with participants selected by the PT at the beginning of the IAP. The members of the Peer Support Panel help deepen the PT’s work on a personally identified question to research. Together, PTs and their mentors engage in appropriate learning activities to further their knowledge of the question posed. At the end of the Inquiry, the PT presents findings to the same Peer Support Panel, which provides feedback on these findings. PTs report this support panel is comprised of district teachers and administrators who have expertise in their area of research and is a key support as they do their action research. Program leadership, mentors, participating teachers, graduates, and site administrators affirmed that these panels represented a powerful component of the inquiry process that helped guide them toward completion of program requirements.

Each PT has the responsibility to collect evidence of practice with the guidance of the mentor as outlined in NTC FAS. Participating teachers’ mentors upload a portfolio of FAS materials and other project requirements to be reviewed by project leadership. Project leadership provides participating teachers and mentors with advice and assistance regarding completion of project requirements through progress monitoring of the CAL, Mentor Activity Logs due four times per year, and midyear and end-of-year portfolio reviews following Assessment of Completions for Year 1 and Year 2. Ongoing collaboration keep PTs informed of their progress.

PTs who are not making progress towards completion of program requirements work with site liaisons to develop an intervention plan that will lead them to successful completion of the

SRVTIP. Program leadership reports that progress monitoring, on-going assistance by mentors and successful site liaisons interventions have allowed the program to retain PTs who are successfully advancing in the profession.

Interviews with participating teachers indicate they are supported and provided assistance in the documentation of their progress of completing the project's requirements. Mentors verified that meetings with PTs were designed to review evidence of application, discuss challenges and successes, coordinate resources for teacher needs and determine professional growth goals.

Standard 7: Field Experience and Clinical Practice

Standard 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.

The San Ramon Valley Unified School District Teacher Induction Project (SRVTIP) utilizes the New Teacher Center Formative Assessment System (NTC-FAS) and the SRVUSD Certified Goals and Objectives Template to create a planned sequence of field-based and clinical experience for participating teachers. The integration of the SRVUSD Certified Goals and Objectives Template with the NTC-FAS process helps ensure alignment between induction experiences and district initiatives. These experiences include reflection of teaching practice throughout the process, and incorporate opportunities to connect content knowledge with pedagogy focused on English Learners and students with special needs. Embedded within the NTC-FAS and project's system are multiple assessments of the PTs teaching practice based upon the California Standards for the Teaching Profession (CSTP), and the Induction Standards 5 and 6. These experiences are organized around structured support from trained mentors who ensure that PTs are supporting all students in learning. PTs participate in a series of experiences in which they plan, teach, reflect and apply their learning. The inquiry plan allows the participating teacher to focus on identified student needs, teacher interests, and district initiatives. With the help of their mentors, PTs assess their practice twice each year on the Continuum of Teaching Practice: Essential Elements to measure their growth in the teaching profession.

Mentors report PTs' that reflections from case studies guide reflective conversations and the tools from the FAS system are differentiated for the needs of the teacher. Interviews with PTs indicate the transition into teaching is seamless with their needs being addressed through ongoing reflective conversations, mentor observations, and continual support from their mentors. One PT stated, "I wouldn't want to be a teacher without doing induction. Without

induction and my mentor I wouldn't be where I am." Site administrators feel the program is authentic and meaningful. Examination of documents revealed that PTs participated in specific job-embedded activities designed to allow PTs to self-assess, set goals, develop inquiries, plan lessons, analyze student work and reflect on their practice. District and site administrators reported observing a high level of quality mentoring of their new teachers that was tightly aligned to site and district priorities.

SRVTIP has a mixed model of mentoring which includes full time mentors (TSAs), program site liaisons, retired teachers and classroom teachers who serve as mentors in addition to their classroom responsibilities. Each PT has interactions with a mentor weekly where work and meetings are documented with NTC-FAS tools and collected by SRVTIP through an online portfolio.

Project Coordinators and SRVTIP site liaisons collaborate with Human Resources and site administrators to review the needs of participating teachers, the criteria for appropriate PT assignments and to effectively match participating teachers with mentors. Program leadership report the pairing between the mentor and PT is strategically done with matches made in consideration of site, grade level and content area. Interviews with site administrators indicate that they work collaboratively with the project to recommend and select qualified mentors for teachers on their sites. Site administrators feel the mentors are strong and have excellent communication skills. Interviews with the Advisory Board indicate that relationships between the mentor and participating teachers go beyond the PTs' years in SRVTIP.

During weekly meetings with mentors, PTs examine their practice, choose and reflect upon individualized professional development that matches the needs identified in their Inquiry Action Plans. Interviews with the project leadership, and mentors, clearly indicate that required field-based work provides PTs with ample experience with issues of diversity that affect school climate, teaching, learning, and provides opportunities to demonstrate knowledge and skills required by the program. Examinations of documents indicate SRVTIP utilizes NTC-FAS tools that focus on student diversity. Mentor observations record strategies used by PTs while teaching students and documents reflect how the PTs use student case studies to demonstrate their growth as they work with multiple dimension students.

Standard 9: Assessment of Candidate Competence

Standard 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.

The San Ramon Valley Unified School District Teacher Induction Project (SRVTIP) utilizes the New Teacher Center Formative Assessment System (NTC-FAS) system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. The NTC-FAS system contains performance-based, job-embedded tools to support participating teachers in developing the

professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards, which a review of sample completed portfolios confirmed. District and site administrators reported observing improved teaching and learning among new teachers at their site resulting from these induction experiences. SRVTIP leadership evaluates NTC-FAS components through a calibrated assessment process, and provides ongoing feedback to PTs and mentors on progress throughout the induction experience.

The San Ramon Valley Unified School District Teacher Induction Project (SRVTIP) determines candidate competence through a process by which candidates are assessed through several plan-teach-reflect-apply cycles as evidenced through an examination of sample portfolios and documented through the inquiry process. Candidates document evidence of application of the standards, guided by mentors, informed by an array of professional development experiences, and supported through ongoing feedback, that demonstrate their ability to support the full range of learners. Participating teachers and graduates verified that checklists are maintained by the programs and made available to participants, along with ongoing formal and informal feedback, to ensure that all program requirements are being met. SRVTIP leadership reported that at the completion of the induction process, when all induction requirements are verified by the project coordinators and found to be complete, the SRVTIP secretary generates a written verification of candidate program completion. This form is signed by the Assistant Superintendent of Educational Services and sent to Human Resources staff, which completes the clear credential recommendation process with the Commission on Teacher Credentialing.

General Education (MS/SS) Clear Induction and Education Specialist Clear Induction Credential

Program Design

The San Ramon Valley Teacher Induction Project incorporates a purposeful structure of extended preparation and professional learning that prepares participating teachers to meet the diverse learning needs of all students. The intensive two-year program is formulated on an inquiry-based formative assessment system built upon the California Standards for the Teaching Profession and is differentiated to meet the needs of the participating teacher. Document and portfolio review, along with interviews with participating teachers, support providers, site administrators, and program leadership verified that the program extends the learning from the participating teacher's preliminary credential. This is accomplished through the use of the New Teacher Center Formative Assessment System (NTC-FAS) system which supports and informs participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle.

The San Ramon Valley Teacher Induction Project (SRVTIP) utilizes a "mixed model" of mentoring with full time teachers on special assignment (TSAs), classroom teachers, and

retired teachers serving as mentors to participating teachers (PTs). The coordinators, TSAs under the guidance of the Director of Instructional Services and the Assistant Superintendent of Educational Services, are responsible for the overall coordination and implementation of the administrative components of the program. Currently, project leadership consists of three TSAs, two of whom serve as project coordinators, and who all serve as mentors to participating teachers (PTs), provide professional development to participants in the program, and act as site liaisons. As site liaisons they are the link between the mentors, participating teachers, site administrators, and the program. The coordinators and TSAs are the Leadership Team which meets monthly with the induction program coordinator. Further, the Educational Services Council (ESC) made up of the Assistant Superintendent of Educational Services and all the Educational Services Directors, is the Advisory Board for the SRVTIP and meets monthly. Interviews with district leaders as well as participating teachers expressed high regards and positive feedback for the SRVTIP staff and mentor teachers in both the General Education and Education Specialist Programs.

The SRVTIP coordinators and TSAs affirmed that they work collaboratively with other induction programs and Institutes of Higher Education (IHE). Collaboration occurs through participation in New Teacher Center Leadership meetings, local IHE/BTSA Collaboration (BIC) meetings, and local directors meetings. Interviews with project leadership and IHE representatives confirmed that these meetings help provide scaffolding for a seamless transition between teacher preparations, state requirements, and induction programs.

SRVUSD Human Resources and credential personnel affirmed in interviews that they work in partnership with SRVTIP to identify eligible teachers upon hiring. Once identified, the SRVTIP Coordinators work collaboratively with HR and site administrators to make sure that the participating teacher is matched with an appropriate mentor and understands the SRVTIP Program Requirements. For Education Specialists, the mentor must have the same credentials as the participating teacher that they are supporting.

SRVTIP uses the New Teacher Center Formative Assessment System (NTC-FAS) which includes differentiation for Education Specialists. The NTC-FAS System contains performance-based, job-embedded tools to support participating teachers as they move their practice forward in a collaborative partnership with a highly trained mentor. Formative assessment structures not only help PTs identify and strive for high levels of classroom instruction, they also establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. The formative assessment processes help PTs examine and assess their classroom practice to identify areas of strength and conversely, areas for professional growth as related to the CSTP, academic content standards, and Induction Program Standards 5 (Pedagogy), 6 (Universal Access: Equity for All Students) and Induction Program Standard 7 (Education Specialists: Education Specialist Induction Program). Mentors are recruited, complete an application process and are hired through the SRVTIP Coordinators. Mentors are also provided with four trainings per year to assist them in their role as mentors. Through interviews, mentors confirmed that they found the training to be very useful, with one mentor reporting that they “give us strategies that we could use next week in our own classrooms.” Mentors and

participating teachers also meet with site administrators to align site goals and discuss program requirements. Site Administrators confirmed, in interviews, that the sense of collaboration with the SRVTIP was strong, based on reflection, and individualized to meet each participating teacher's needs.

Course of Study

In the SRVUSD Teacher Induction Program, PTs work collaboratively with their mentor to create a plan of professional growth that is individualized to meet their needs. PTs consistently reported on the importance of having a mentor to support their professional growth as learners. PTs also reported that their mentors were very accessible to them throughout their collaborative work in the program.

PTs begin their induction journey by co-assessing their teaching on a Continuum of Teacher Practice in Eight Essential Elements of the CSTP with their mentor. Using this co-assessment as a foundation, PTs collaborate with their mentor to develop their individual district goals based on teaching assignment, identified areas of growth, the learning needs of their students, and prior preparation. The district goals support growth and improvement of professional practice in at least one content area of focus. The site administrator also uses the district goals for the PTs' evaluation allowing for a seamless integration between the district and site goals and the induction program. Site administrators reported in interviews that they highly valued the program. One administrator stated, "When I look long range, my SRVTIP teachers have become leaders after leaving the program."

Planning, teaching, and reflecting with a trained mentor are the threads that move a PT's practice forward. PTs develop an Inquiry Action Plan related to their district goals. This Inquiry Action Plan is shared with a Peer Support Panel for input. A habit of mind of "Plan, Teach, Reflect, and Apply" is fostered by this process. Examination of portfolios confirmed that the NTC-FAS tools are used to document lesson planning, observations, assessments, and reflections related to their inquiry. As a final piece to the Inquiry Action Plan, PTs shared what they learned with their Peer Support Panel, furthering a collaborative relationship with teachers at their site. PTs and Mentors both reported that this process was extremely valuable and individualized to meet the needs of the participating teacher.

Education Specialist:

The Education Specialist individual Induction Plan (IIP) includes advanced and applied pedagogy to expand the participating teacher's expertise in delivering services. The IIP is developed in collaboration with the Education Specialist participating teacher (PT), Special Education Directors, the Special Education Program Supervisors, the SRVTIP Team and the Education Specialist's mentor(s), consider the transition plan provided by the Education Specialist based on IHE experience, the authorization of the PT, and the employment assignment of the PT. The plan includes specific goals, actions, dates, next steps for application, and a connection to the expected impact on teaching/student achievement.

Participating teachers document evidence-based practices in the field related to social, academic, and behavioral intervention and current legal issues as they participate in the NTC-

FAS processes outlined above. The Inquiry Action Plan process addresses consideration of current research, issues and trends. All Education Specialist PTs demonstrate the requirements of an awareness of current research, issues and trends, current legal issues, and required job skills through research documents. This was confirmed through an examination of completed portfolios.

In order to offer advanced and applied pedagogy to expand the PT's expertise in delivering services, the Education Specialist IIP includes a menu of options such as professional organizations, periodicals, books, websites, and coursework in advanced specialty specific areas. Structures to support the advanced learning needs include:

- Job-Alike meetings
- Special Education Department/SELPA Professional Development offerings
- Contra Costa County Office of Education
- Other Local SELPAs
- Diagnostic Center of Northern California

The monthly job-alike meetings are planned to advance each candidate's skills and knowledge in job-specific, relevant areas. The professional development topics include, but are not limited to, the following topics:

- Current research, issues, and trends
- Evidence-based practices in social, academic, and behavioral intervention
- Data-driven instruction and decision-making
- Case management
- IEP Process Facilitation
- Consultation and collaboration
- Co-Teaching
- Positive behavior support
- Assessment of students
- Writing Goals and Objectives
- Leadership, communication, and management skills
- Parent education and involvement
- Early Childhood Special Education
- Specialized technology to facilitate curriculum and skill development
- Classroom learning environment

Examination of program documents verified that Education Specialist PTs utilize evidence-based practices in the field which are documented through the PT's engagement in the NTC-FAS process outlined above for all project participants.

Assessment of Candidates

A review of documents indicated that candidate assessment occurs both informally and formally through the use of Participating Teacher (PT) portfolios. Mentors confirmed that they monitor progress of their PT and serve as the historian for the formative assessment process. Formal review of the portfolios occurs twice a year (mid-year, and end of the year) by the SRVTIP leadership as part of the professional growth reflection process. Portfolios are reviewed to check for completion of the induction program requirements for the year. Once portfolios pass these reviews, a recommendation is made to the Commission for program completion. The results of the portfolio review also provide direction for future program design and professional development activities.

At the end of the PT's second year, the program provides a document of completion for the PT. The Assistant Superintendent of Educational Services then signs a verification of completion form and recommends the PT for a California Clear Credential with the California Commission on Teacher Credentialing. HR then submits the recommendation to the CCTC and a clear professional teaching credential is awarded.

Candidate Competence

Participating teachers reflect and improve their teaching in a continuous improvement cycle through the use of the New Teacher Center Formative Assessment System. The NTC-FAS components are evaluated through the SRVTIP leadership team using a calibrated assessment process that provides ongoing feedback to both the PTs and mentors. Both district and site administrators reported observing an improvement in teaching and learning resulting from the SRVTIP.

Participating teacher (PT) competence is determined through the use of several plan-teach-reflect-apply cycles which are documented in PT electronic portfolios. An examination of the portfolios verified that checklists are maintained by the program and are made available to the PTs, along with formal and informal feedback to ensure that all program requirements are being met.

SRVTIP leadership reported that upon verification that all program requirements have been met, a written form is generated by their office and sent to the project director for signature. When the Human Resources Staff receives the signed form they complete the clear credential recommendation process with the Commission on Teacher Credentialing.