Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Irvine Unified School District
August 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Irvine 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

	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	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS, SS) Induction	6	X		

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

Institution: **Irvine Unified School District**

Dates of Visit: **May 6 – 8, 2014**

**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 judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards
The team reviewed each of the eight Common Standards and determined whether the standard was "met," "not met," or "met with concerns." The site visit team found that eight of the 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 (MS, SS) Induction Program. Following discussion, the team considered whether the standards were "met," "not met," or "met with concerns." The CTC accreditation team found that all program standards are **Met**.

Overall Recommendation
The team completed a thorough review of program documents, program data, formative assessment portfolios, and interviews with program leadership, district administrators, school site administrators, Credential Analyst, Institute of Higher Education representative, Coaches, candidates, completers, and leadership team members. Due to the finding that all Common Standards were "Met," and all Program Standards were "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 and Single Subject) Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.

- Irvine Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Irvine 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 Unified School District

Common Standards: **Cheryl Dultz**
                              San Juan Unified School District

Program Standards: **Jennifer Hicks**
                              Placer County Office of Education

Staff to the Visit   **Lisa Danielson**, Cluster Region Director
                              El Dorado County Office of Education

Documents Reviewed

Biennial Reports and Feedback   Individual Induction Plans
Candidate Written Reflections   Program Assessment Feedback
Professional Learning Menu   Professional Learning Menu
Advisement Documents   Advisement Documents
Program Summary   Statewide Survey and Local Data Sets
Program Standards Response   Essential CSTP Document
Common Standards Report   District Strategic Plan
District FACT System Materials   Program Overview Prezi
Spring and Winter Review Checklist   Professional Development Data Base
Candidate Applications and Agreements   Biennial Reports and Feedback
Candidate Portfolios   Candidate Written Reflections

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	15	20	55	**90**
Completers	1	28	0	**29**
Site Administrators	13	0	10	**23**
Institutional Administration	3	3	3	**9**
Program Staff	1	3	5	**9**
Support Providers	28	1	19	**48**
Professional Development Providers	0	0	10	**10**
Advisory Board Members	0	12	12	**24**
IHE Partners	0	3	4	**7**
Credential Analysts and Staff	0	0	5	**5**
			TOTAL	**254**

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

Located in Orange County, California, the Irvine Unified School District comprises a community of learners, committed to the highest quality educational experience. IUSD educates a diverse population of more than 30,000 K-12 students in 22 elementary schools, six middle schools, four comprehensive high schools and one continuation high school. A district wide strategic plan outlines IUSD's mission to enable all students to become contributing members of society, empowered with the skills, knowledge and values necessary to meet the challenges of a changing world.

IUSD has nationally recognized schools; student performance well-above state and national comparisons; and comprehensive programs in academics, the arts, and athletics. Since becoming a unified district in 1972, Irvine's neighborhood schools have been a clear reflection of the neighborhoods they serve. Open enrollment policies, on a space available basis, encourage and support parental choice. The contributions of creative site-based management teams, talented and caring teachers, involved parents, and supportive business and community leaders have, together, made a difference to a district where student achievement is the priority, where values are an integral part of the curriculum, and where a strategic plan for the future is in place.

Higher education opportunities are also readily available once students leave their care. The University of California, Irvine (UCI) is a conveniently located university campus. UCI and the Irvine Unified School District enjoy a long-standing and mutually beneficial, collaborative working relationship. In addition, Irvine Valley College is centrally located and provides a very well-respected two-year community college program. Satellite campuses for Pepperdine University and National University are also located within the City of Irvine, serving the residents of the community.

Sub Groups	IUSD
GATE (Grades 3-12)	28%
English Learners	15%
Special Education	10%
Socio-Economically Disadvantaged	13%
ENROLLMENT	30,170

Race/Ethnicity	IUSD
White	34%
Hispanic	11%
Asian	48%
Black	4%

Education Unit

Irvine Unified School District (IUSD) is the lead educational agency for the IUSD Induction Program, initially approved in 2007. Much of the program is an evolution or progression of the partnership with the Orange County Department of Education (OCDE) Induction Consortium over three years and the University of California, Irvine, induction program from 1995 to 2003.

A well-articulated structure for communication exists with a program coordinator and administrative support for enacting the program. The Coordinator regularly communicates with the Assistant Superintendent of Human Resources and participates in integral conversations with the Assistant Superintendent of Educational Services, at Site Administrator meetings, and with the Cabinet. The program reports a working relationship with University of California, Irvine that includes professional learning opportunities for candidates and support providers as well as connections to the student teachers with potential for hire into the district.

The Irvine USD Induction program requires a two-year completion process, utilizing Formative Assessment for California Teachers (FACT) with candidates being recommended for a clear credential at completion. The design of the Irvine Unified Induction Program builds on the skills and knowledge acquired in the preliminary program and takes into account individual teacher needs. This is accomplished through the completion of Formative Assessment for California Teachers *(FACT),* review of TPA results, support provider observations, and the participating teacher's self-assessment.

Program Review Status

	Number of Program Completers (2011-2012)	Number of Program Completers (2012-2013)	Number of Program Completers (2013-2014)	Agency Reviewing Programs
General Education (MS,SS) Induction Program	49	75	73	CTC

The Visit

The visit began at 10:00 AM on Tuesday, May 6, 2014. The team members convened at that hotel for an initial meeting including review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. At 11:30a.m. the team convened at the Irvine Unified School District office where the team attended a tour of the facilities, overview of the Irvine USD program, and orientation to the team room

including access to documentation not previously available through the website organized for accreditation documentation. The team spent the remainder of the first day reviewing documents and interviewing stakeholder groups. A team meeting was held the first evening wherein the team reviewed each Common Standard and the Program Summary and identified additional information needed to confirm that the program was meeting standards. Interviews with stakeholder groups continued on Wednesday and concluded late in the afternoon with a final group of candidates from the program. Final consensus was reached on all standards on Wednesday. Team members wrote and edited their portions of the draft and on Wednesday evening a peer edit and review of the draft report was conducted. The presentation of findings for the program leadership and invited guests was held on the morning of Thursday, May 8, 2014.

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 Irvine Unified School District (IUSD) implements a research-based Induction Program using the Formative Assessment for California Teachers (FACT) system to support the development and retention of new teachers and the attainment of a clear credential. The research-based vision for this program has been influenced by research from the New Teacher Center and by research accessed in the production of *Greatness by Design: Supporting Outstanding Teaching to Support a Golden State* (2012) published by California State Superintendent Tom Torlakson's Task Force on Educator Excellence. Review of evidence demonstrated that through participation in the program, induction candidates learn, demonstrate, and apply their knowledge and understanding of the California Standards for the Teaching Profession (CSTP) and Induction Standards, as well as California's adopted academic standards and curriculum frameworks.

The Irvine Unified School District's stated vision "based on the results of extensive research on effective, meaningful new teacher induction programs and the principles of adult learning theory" emphasizes collaboration and is result-orientated. District leadership and other stakeholders affirmed through interviews that this vision provides a direction for the program that is aligned to state, district, and site goals and focuses on student achievement and the district's continuous improvement efforts. Interviews and a review of evidence demonstrated that expectations for program effectiveness, teaching, candidate performance and experiences, are based on the district's focus on reflective practice, analysis of data, and professional learning communities. District and program leadership provided multiple examples where professional learning experiences offered by the program integrated with and supported specific district professional learning initiatives. These included such professional learning experiences as the use of an online learning management system and Positive Behavior Support (PBIS) training. Leadership from both the Human Resources and Education Services departments reported frequent collaboration with program leadership in the design and implementation of well-articulated professional learning experiences for candidates and district teachers.

IUSD designs program goals with the guidance and support of district and site leadership, the induction advisory council, and the induction leadership team, and is driven by the philosophy "that retention of successful teachers is the direct result of the support and training they receive as new teachers." Interviews with stakeholders affirm active involvement with the organization, coordination, and governance of the program. District leadership also indicated a high degree of involvement with the program, including formal and informal interactions. Interviews with advisory council members indicated a high degree of involvement in program design and decision-making, and cited specific examples of their input leading to program changes and improvements. Site administrators also reported multiple ways in which they were able to

participate in program design and decision-making, from the matching of support providers with candidates to the development of professional learning experiences aligned to site goals. Site administrators felt the program was "well-synced" with and operates within the context of district and site goals as a result of the close collaboration of program leadership with all stakeholders.

A program coordinator, who is authorized to oversee and manage the entire scope of the program, including personnel and resource allocation, facilitates the IUSD Induction Program. The program coordinator has experience as a participating teacher and support provider, and has received initial and ongoing training and support necessary to oversee and facilitate the program. Program leadership reports that in addition to attending the New Director's Academy, ongoing participation in cluster support and other induction-related trainings have helped ensure effective leadership and oversight. The program coordinator is supported in her efforts by district leadership, site administrators, the BTSA Advisory Council, and the Induction leadership team. Interviews with these stakeholder groups and program leadership affirm that their collaboration provides the support needed to create effective strategies to achieve the needs of the program. District leadership cited examples of providing additional technological resources to facilitate the program's efforts to support candidates, including the implementation of a learning management system. Site administrators shared their efforts to provide resources, such as release time, to support providers and candidates. Fiscal representatives reported that the program leadership has complete autonomy over the funds that are allocated to the program. Bolstered by this support from various stakeholders, program leadership reported they had the authority and backing to lead the program effectively and attain program goals.

The program implements and monitors a comprehensive credential recommendation process that ensures that candidates recommended for a credential have met all requirements. Review of documentation and interviews affirmed that fieldwork includes a winter and a spring review process during each year of induction and ongoing monitoring by program leadership and support providers is designed to ensure candidates are making appropriate progress toward the completion of all requirements. At the end of year two, program leadership uses results of these reviews to ensure all requirements have been met, and candidates who have met all of these requirements are recommended to the California Commission on Teacher Credentialing for the clear credential.

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.

The Irvine USD Induction Program is housed in the Human Resources department and collaborates closely with the Education Services department. The unit implements an assessment and evaluation system for ongoing program evaluation and improvement that includes external and internal sources to evaluate candidate performance and unit operations. Interviews confirmed that program leadership meets on a weekly basis with Human Resources leadership to provide updates on the program and candidate performance, including sharing results from the ongoing collection of evaluation data. Program leadership also shares this data on a monthly basis with Education Services leadership, site administrators and the induction leadership team,

and three times a year with the induction advisory council. Review of evidence and interviews demonstrated that all program stakeholders have multiple opportunities to provide input through comprehensive evaluation instruments and make recommendations for changes and improvements in the program. Data sources include state surveys, midyear surveys, professional development evaluations, winter and spring review evaluations, support provider logs, and anecdotal information.

The Irvine USD Induction Program collects, analyzes, and utilizes data from a variety of sources to evaluate candidate performance and unit operations. Evidence is collected during the winter and spring review process and is used to evaluate candidate performance. Results from this review process are shared with candidates and support providers. Candidates and support providers characterized feedback on these results as constructive. Candidates indicated that they were provided with specific suggestions to apply to their instructional practice based on the reviewer feedback. Support providers reported that the feedback helped them improve effectiveness in working with their candidates and their own teaching practice. Interviews with district leadership, the advisory council, lead support providers, support providers, candidates and completers confirm that results of all data analysis are shared with all stakeholder groups and include multiple opportunities to provide feedback on results.

The program provided evidence of ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes. A review of Biennial Reports and other program documents indicated that multiple sources of data are utilized to identify specific areas of improvement that target candidate competence and support provider effectiveness. Candidates report that their evaluation feedback has resulted in specific improvements to professional learning experiences, citing an increase of hands on, interactive experiences as one such enhancement that was implemented based on candidate input. Support providers indicated that they are provided with opportunities to provide feedback on program effectiveness that has resulted in specific additions to training offerings for candidates and support providers, such as a recent training on cyber-bullying that was a direct result of input from a professional development evaluation. Interviews with advisory council members confirmed that they utilized program evaluation data to identify specific improvements to the program that have resulted in enhanced effectiveness and efficient allocation of resources. The advisory council cited a decision to stop providing the program to instructional aids as one such improvement that was a direct result of the council's analysis of program data.

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 Irvine USD Induction program is supported by a combination of candidate fees and district funds to provide the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates to effectively meet the state-adopted standards for educator preparation.

Though fiscal restrictions have presented a challenge for the program, interviews with program leadership and other stakeholders indicate that these challenges have been overcome through the creative use of technology, including a district-wide learning management system. This has helped provide additional support for candidates through a virtual environment that includes video tutorials, online professional learning experiences, instructional resources, and progress monitoring. Review of evidence confirmed that qualified personnel, including leadership, support providers, professional learning facilitators, and support staff, are in place to support candidates in meeting the state-adopted standards for educator preparation. Interviews with candidates, support providers, and leadership indicated that qualified staff provided support at every level and in every aspect of the program. The program currently enjoys adequate facilities, including office space for the program coordinator and administrative assistant, along with substantial space at the district professional learning center for meetings and training. Program leadership confirmed that space at the professional learning center included a variety of room sizes with sufficient furniture and technology resources, including internet access, computers, and LCD projectors, to meet training needs. Additionally, storage space is provided for the program at the professional learning center.

A review of evidence demonstrated that the program collaborates with district and site administration to ensure sufficient allocation of resources for effective operation of the program in order to meet standards. The program leadership works closely with district leaders, including fiscal representatives, to develop and monitor the program budget to provide appropriate support for each candidate. Collaboration with district leadership ensures the program can leverage district resources, including professional learning facilitators and technology, such as the learning management system, as additional support to meet program goals. Interviews with fiscal representatives indicated that they work with program leadership to identify areas of "overlap" of services within the district where resources can be utilized in a more cost effective manner. Site administrators collaborate on an ongoing basis with program leadership and support providers to ensure resources are available to support candidate needs, including release time for both support providers and candidates.

A review of evidence indicated that sufficient information resources and related personnel are available to meet program and candidate needs. Information resources are provided through the district's learning management system (LMS), which is used to provide an array of informational resources for candidates, including resource documents, online professional learning workshops, in addition to face-to-face professional learning opportunities. An examination of the LMS resource demonstrated that it was searchable by topic, content area, grade level, CSTP, and other filtering mechanisms. In addition, the program has created video tutorials on a variety of topics related to the induction process and the completion of formative assessment components that can be accessed through the LMS. During interviews, candidates cited the LMS as a highly valuable resource. Stakeholder groups consistently affirmed during interviews that sufficient personnel were available to meet program and candidate needs. Candidates, support providers, and site administrators cited the accessibility and availability of program leadership and lead support providers. Candidates indicated during interviews that support providers were accessible in person and by phone, texting, or email and most interacted on a weekly basis at minimum. Program leadership cited the availability of personnel to provide professional learning experiences. Most professional learning facilitators are district employees, hired and provided to the program by the district based on their areas of expertise, presentation skills, and ability to work with adult learners. District professional learning facilitators provide trainings related to

topics such as understanding CELDT scores and supporting English Learners. Additionally, the program leverages collaboration with its partners from Institutes of Higher Education (IHE) to provide additional professional learning facilitators, such as a recent "Kid's Potential" training.

Interviews with district leadership, including fiscal representatives, confirmed that program leadership had autonomy over the program budget. Interviews with advisory council members and the leadership team confirmed that both groups are able to provide input on budgetary decisions, and cited specific examples where their input was used to determine effective and efficient ways to prioritize expenditures. Program leadership, advisory council and leadership team members all reported that the ongoing review of program evaluation data was also used to inform and determine resource needs.

Standard 4: Faculty and Instructional Personnel   Standard 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.

A review of the evidence indicated that the Irvine USD selects program leadership, professional learning providers and support providers using multiple criteria including applications, resumes, recommendations, and interviews. Interviews with program leadership and site administrators indicated that prospective support providers are recruited in advance of applying. Stated attributes for recruitment included, but were not limited to, former induction participation, teacher leadership, positive attitude and influence, and ability to engage students.

Most of the professional learning facilitators and support providers are current employees within the district. Support provider training agendas indicated that professional learning is provided to ensure that personnel are current in their content knowledge and pedagogy relevant to the context of public schools and the demographics of their district. Candidates and site administrators affirmed that the support providers were well regarded for their skills and abilities.

Support provider selection is based on site needs and an application process is in place to ensure that the prospective support providers are qualified for the position. The majority of support providers are full time classroom teachers; some are retired teachers. Agendas were examined which indicated that support providers participate in ongoing training to increase their knowledge of academic standards, the Formative Assessment System for California Teachers (FACT) and program accountability systems. Recent agenda topics included the CSTP, Generational Differences, Supporting English Learners with the Common Core State Standards, Creating and Maintaining Effective Environments for all Students, Executive Function Disorder, and 50 Strategies for Active Teaching. Support providers reported that their training experiences and the ongoing support from the program made them feel well prepared to enact their role.

Through interviews, the team was able to confirm that program leadership collaborates regularly with stakeholder groups including the leadership team and advisory council, regional and state meetings of Induction programs, and institutes of higher education. Through interviews the team was able to confirm that some sitting members on the induction advisory council are serving as representatives of the university system.

The induction leadership team regularly tracks the progress and efficacy of the support providers and professional learning facilitators through participating teacher feedback, winter reviews, spring reviews, support provider logs and meeting evaluations which are provided to them by the induction coordinator. Evidence supported that only consistently effective personnel are retained while effective and exemplary support providers are able to receive feedback that affirms their work.

The program requires initial and ongoing professional learning for district support providers in order to further their knowledge and skills. Interviews with support providers confirmed that the program provides multiple opportunities for them to refine skills and integrate district training into the Irvine USD induction experience. The interviews with the leadership team and the support providers affirmed that ongoing support and coaching from cohort leads is provided and appreciated.

Through interviews the team was able to confirm that the candidates complete evaluations after each professional learning event. Candidates stated in interviews that professional learning experiences were modified based on the feedback provided and that feedback on support provider performance was also "honored."

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.

A review of the evidence indicated that Irvine USD admits applicants to the Induction program through a process that begins in Human Resources. Candidates who have been identified as potential employees are referred to a human resources credential technician and the program administrative assistant to confirm that they have the appropriate pre-service credential. Irvine USD Induction program staff complete a credential evaluation form and an induction eligibility notification form during the admission timeframe.

Site Administrators and human resources staff confirmed that during the hiring process, potential candidates are verbally informed of Induction program criteria, procedures and state requirements and are given an Irvine USD Induction program brochure. The credential technicians then send the new hire paperwork, including the Irvine USD credential evaluation form and induction eligibility form to the induction program coordinator where a final review of the paperwork to determine eligibility is completed. The induction program coordinator initiates communication

with the candidate through an email invitation to attend new teacher orientation, as well as the first Induction monthly meeting.

Interviews with human resources staff indicate that Irvine USD actively reaches out to local universities and is present at their hiring fairs to meet with prospective applicants and encourage them to apply to the district. The diversity of the local universities is representative of the local school district. As a result of these recruitment efforts the district is starting to see a shift in the diversity of the applicant pool.

The human resources staff and program leadership consistently collaborate and work as a team in the recruitment, hiring, and program admission process. Through interviews the team confirmed that educational services and human resources departments collaborate to identify district personnel needs. Applicants in the recruitment process are provided with district information that helps them understand the personal characteristics, sensitivity to diversity within the state and district, communication skills, academic skills, and prior experiences that are expectations for professional effectiveness within the district.

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.

The Irvine USD Human Resource Department, in collaboration with the Induction program leadership, has identified the district human resource technicians as the individuals who have been assigned to provide initial advisement during the hiring process. During this advisement, at point of hire, candidates are given the Irvine USD Induction program brochure and are informed of the district's expectations for participation and completion. Evidence examined indicated that candidates also complete the induction eligibility form and the credential evaluation form during their initial interaction with the human resources technician. The team was able to confirm through interviews that program leadership attends meetings with human resource administrators and also meets individually with human resources technicians to share feedback on the advisement process as necessary. Human resource technicians reported that they communicate on an ongoing basis about issues with candidate credentials as they occur. Site administrators are responsible for the placement of candidates into teaching positions appropriate to their credential area and experience.

Review of evidence demonstrated that Irvine USD provides appropriate information to guide each candidate's attainment of all program requirements. At the induction orientation, candidates are informed of their academic, professional and personal responsibilities within the program. For Irvine USD, the completion responsibilities center on the Formative Assessment for California Teachers (FACT) System. Multiple orientation sessions are offered but if a candidate is not able to attend, the program meets with the candidate individually to provide necessary information. Candidate interviews confirmed that from the outset, candidates were provided an explicit and robust overview of the program, followed by numerous updates and reminders from

program staff. In addition, each candidate is provided with a preloaded flash drive for evidence collection. During the orientation session, candidates sign a participating teacher agreement.

Interviews with program leadership affirmed that only those candidates who have completed all of the FACT modules, provided evidence of application of the Induction Standards, demonstrated an ability to reflect on practice and identified areas for professional growth are retained within the program.

Program leadership reported that evidence of candidate progress and performance is consistently utilized to guide advisement and assistance efforts. Evidence includes meetings with support providers, winter review feedback, spring review feedback, and the participating teacher accountability spreadsheet.

Each candidate can monitor his/her progress towards program completion using the Irvine USD Induction timeline, which is provided along with access to professional learning opportunities. In addition, Irvine USD support providers submit documentation of their work with candidates through the use of monthly logs and accountability spreadsheets as work is completed.

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.

Irvine USD provided evidence that demonstrates the use of the FACT system, which is a planned sequence of field-based and clinical experiences.   The system provides multiple opportunities for candidates to demonstrate application of the knowledge and skills that they have acquired to educate and support all students effectively in meeting the state adopted content standards.

Through interviews the team was able to confirm that support providers are typically selected after being actively recruited in advance of applying. Induction leadership works closely with site administrators in the recruitment process to identify support providers who are positive influences, strong leaders, and have the ability to engage all students. Professional learning facilitators for Induction are usually employees of Irvine USD and are hired for their areas of expertise and ability to lead professional learning experiences. Professional learning facilitators from outside the district are typically from partners from the IHE who work closely with the program.

A review of evidence suggested that Irvine USD candidates are supported through the assignment of trained support providers who provide assistance throughout the two year induction program. Irvine USD operates as a decentralized district which is an organizational structure by which sub-units are held accountable for certain outcomes and are given the resources and power to achieve them. As a result, the assignment of support providers to candidates is conducted collaboratively with site administrators to support the outcomes of each site. Site administrators affirmed that

support providers were effective teachers and leaders. Site administrators also expressed that the program was very responsive to requests for changes in candidate-support provider assignments.

Examination of the FACT systems and professional learning options confirmed that candidates have opportunities to understand and address issues of diversity and to develop research-based strategies for improving student learning. A review of agendas and materials indicated sessions were available regarding working with English language learners, special populations, and research based strategies. Interviews with candidates reported that program participation has had a positive impact on their ability to meet the needs of all learners.

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   **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.

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. During interviews, candidates shared the multiple opportunities they have to demonstrate their knowledge and skills. These opportunities include providing FACT documentation, support provider observations, cohort meetings, and professional learning dialogue time.

Candidates in the Irvine USD Induction program document their knowledge and skills to promote student achievement through the FACT formative assessment system. Candidates include evidence of how they demonstrate competence through the documentation included in the FACT plan-teach-reflect-apply cycle. The FACT system contains four performance-based, job-embedded modules to support candidates as they teach. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the California Standards for the Teaching Profession (CSTP) and Induction Program Standards five and six, while incorporating the state-adopted academic content standards for students. The fourth module, Summary of Teaching and Learning**,** is an end-of-year reflection. Candidates review the results of the inquiries, consider the data collected, identify best teaching practices, and assess the impact of formative assessment on their teaching practice. In addition, the Irvine USD Induction leadership team created one additional Module (E): Reflections on Teaching and Learning. Stakeholders shared that, throughout all five modules, observations and reflective conversations guide the evidence collection and ongoing assessment. During Module E, candidates collect and document evidence regarding application and demonstration of the CSTP. This evidence includes pictures, lesson plans, student work samples, and assessments.

In addition, both candidates and support providers shared that the time when support providers observe in their classrooms and the opportunities to debrief post observation are not only one of the most valuable components of the program but also one of the components that best demonstrates their professional knowledge and skills.

Candidates in the Irvine USD Induction program are provided with several formative and summative feedback opportunities noting progress towards completion of the competency requirements. Candidate competency was confirmed by interviews with the support providers, completers and candidates, examination of induction flash drives, and induction completion documents.

Candidate competency is evaluated two times per year by program leadership when they meet with both the candidate and support provider during winter and spring reviews during which reviewers (lead support providers) examine documentation that demonstrates completion and competency. During this review process, candidates walk the reviewer through each module, explaining their evidence and answering guiding questions. Multiple stakeholders acknowledged that the review process is more focused on the deep conversations and dialogue between the support provider, candidate and reviewer regarding candidate growth and completion and competence rather than simply checking off documents on a list.

Stakeholders confirmed that candidates submit final induction flash drives to the induction program staff. These flash drives include all module work, evidence, and copies of the winter and spring review documents.

If a candidate is having difficulty meeting the program requirements, then the support provider and the candidate meet and communicate more frequently to assure all criteria is completed. In addition, program leadership communicates and prompts on a regular basis with candidates who are not meeting program requirements. Through interviews it was reported by several stakeholders that cohort leads are available and provide additional support to the process.

Program Reports

General Education (Multiple Subject, Single Subject) Induction

Program Design
The design of the Irvine Unified School District (IUSD) Induction Program builds on the skills and knowledge acquired in the preliminary program and takes into account individual teacher needs. Interviews with candidates, support providers and program leadership confirmed that Irvine USD incorporates a purposeful, logically sequenced structure of extended preparation using the *Formative Assessment for California Teachers (*FACT*)* system. This process includes review of TPA results, support provider observations, and the candidate's self-assessment. Stakeholders shared that the Irvine USD Induction program includes a structure for aligning to district and state goals and priorities and has a great deal of interconnectedness between site initiatives and program design. District leadership is clear in their efforts to work together to ensure that the best possible experience is provided to candidates and that there is ongoing investment in infrastructure to ensure long-term program support with positive outcomes.

Professional development and individualized support are based on the results of the candidate's self-assessment. Candidates may choose to work with colleagues, read professional articles, attend workshops, conferences, or training, or select a professional development option that is based on areas of identified need on their Individual Induction Plan (IIP). In addition, stakeholders indicate that   professional development is designed to support and enhance district and site initiatives. Induction program leadership works closely with the Educational Services, Human Resources and Technology departments to determine which professional learning opportunities will be most supportive of both beginning and veteran teachers in the district.

Through a unique administrative structure of shared decision-making between the Irvine USD leadership team and advisory council, all qualified candidates within the Induction program have access to an effective and timely professional credential program. Agendas and interviews with the advisory council verified that they meet three times per year to evaluate program data, implement continuous improvement efforts, review policies, and make programmatic decisions. The advisory council is comprised of district administrators, site administrators, lead support providers and Institute of Higher Education (IHE) representatives. Advisory council members expressed positive feelings about being part of a community that supports the Induction program, helps make connections with other district and site initiatives, and evaluates program effectiveness. The advisory council membership is enhanced by the inclusion of administrators and lead support providers with policy decision-making powers and a wealth of experience.

The program coordinator provides day-to-day coordination and leadership within the school district and organizes and communicates such things as training schedules, professional development materials, document collection, and ongoing trainer evaluations. Lead support providers are an essential component of the trainings, reviews, planning, and communication with the candidates and support providers. Several stakeholders confirmed that they meet with the program coordinator on a regular basis (sometimes weekly) to share ideas, coordinate initiatives, and support the program.

Stakeholders provide their input through various methods including: participating in the mid-year and state surveys; participating in monthly meeting/professional learning evaluations; and one-on-one communication through email and/or phone. Stakeholders shared that their input is taken very seriously, and that the program is very responsive to feedback. They shared that Irvine USD continuously changes the program to respond to needs and ensure the induction experience is both current and relevant.

Course of Study
Irvine USD uses the FACT system to guide teachers in their growth as professionals, focus on meeting the learning needs of all students, and promote reflective practitioners. Candidates engage in an ongoing learning process that follows a cycle of plan, teach, reflect, and apply. With the assistance of a support provider, candidates identify areas of strength and growth, and complete an Individual Induction Plan (IIP) for their research and professional development that is focused on the California Standards for the Teaching Profession (CSTP) and Induction Program Standards Five and Six.

The FACT System contains four performance-based, job-embedded modules to support candidates as they teach. Through the use of evidence collection and ongoing self-assessment,

each module is designed to focus on the CSTPs and Induction Program Standards five and six, while incorporating the state-adopted academic content standards for students. In addition, the Irvine USD Induction leadership team created one additional module, Module (E): Reflections on Teaching and Learning. Stakeholders shared that throughout all five modules, observations and reflective conversations guide the evidence collection and ongoing assessment.

The Assessment of Teaching and Learning module bridges teacher preparation with the induction experience as teachers reflect on what they know and determine the current level of their teaching practice. This assessment builds a foundation for future growth related to teaching standards.

While focusing on their teaching practice in the first module, candidates also address the Context for Teaching and Learning module where they gather information about their class, and the organization and resources of the school, district, and community. This contextual analysis guides and informs candidates as they engage in subsequent FACT activities. During interviews, candidates commented on the value of this module in understanding the context of their assignment and getting to know their students at a deeper level.

In the Inquiry into Teaching and Learning module, candidates assess their practice against a set of specific criteria, and select an area for an in-depth inquiry. This investigation follows an action research model, allowing candidates to research questions pertinent to their classroom needs. The results of the inquiry guide the candidate's professional development as they explore the impact of their instruction on student achievement.

Summary of Teaching Practice module is an end-of-year reflection. Candidates review the results of the inquiries, consider the data collected, identify best teaching practices, and assess the impact of formative assessment on their teaching practice.

Reflection on Teaching and Learning module is the final module and was developed by the BTSA leadership team. In this module, candidates, with the help of their support providers, collect evidence regarding application and demonstration of the essential CSTPs for Year One and Year Two and embed them into a self-assessment. This module includes three components: 1) Evidence of Practice; 2) Continuum of Teaching Practice; and 3) Areas of Growth. Interviews with stakeholders confirmed that during the Reflections on Teaching and Learning module, many candidates make a connection between the processes of self-evaluation and reflection they learned in the induction program and habits of mind they will continue to use throughout their careers.

Candidates and support providers meet face to face or virtually on a regular basis (approximately once per week) to collaborate, plan, reflect and assess teaching practices. Candidates indicated through interviews that they feel well supported by their support providers and many stated that they "wouldn't have survived without their support provider" guiding them through the year.

In addition, candidates attend monthly induction meetings where they receive professional development on the formative assessments system and CSTPs. Through interviews, site administrators and district leadership indicated that the professional development offered through the program as well as the "just-in-time" professional development offered by support providers is extremely effective in supporting candidates with teaching and learning.

Candidate Competence

Candidates in the Irvine USD Induction program are provided with several formative and summative feedback opportunities as they progress towards completion of the competency requirements. Information regarding candidate competency was confirmed by interviews with the support providers, completers and candidates, examination of induction flash drives, and induction completion documents.

Candidate competency is evaluated two times per year by program leadership when they meet with both the candidate and support provider during winter and spring reviews in which reviewers (lead support providers) examine documentation that demonstrates completeness and competency.

Each candidate meets for a 40-minute review time with their support provider in the winter and again in the spring. The candidate, support provider, and reviewer sit in front of a computer and the candidate articulates the evidence collected on a flash drive gathered to represent their finest work as a teacher. During this review process, candidates walk the reviewer through each module, explaining their evidence and answering guiding questions. Multiple stakeholders acknowledged that the review process is more focused on the deep conversations and dialogue between the support provider, candidate and reviewer regarding candidate growth, completion and competence rather than simply checking off documents on a list.

Stakeholders confirmed that candidates submit final induction flash drives to the induction program staff. These flash drives include all module work, evidence, and copies of the winter and spring review documents.

If a candidate is having difficulty meeting the program requirements, then the support provider and the candidate meet and communicate more frequently to assure all criteria is completed. In addition, program leadership communicates and prompts on a regular basis with candidates who are not meeting program requirements.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the General Education (MS, SS) Induction program.