

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Wm. S. Hart Union High School District**

**Professional Services Division
April 2014**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Wm. S. Hart Induction Program. The report of the team presents the findings based upon review of Site Visit Documentation, supporting evidence and interviews with representative constituencies. On the basis of the report, an accreditation recommendation 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	N/A	N/A
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject/Single Subject Clear	6	6		
Educational Specialist Clear	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 Site Visit Documentation
- 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: William S. Hart Union High School District (#429)

Dates of Visit: February 10 – 12, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the Site Visit Documentation; electronic evidence; 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 entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards – General Education (MS/SS) Induction and Clear Education Specialist Induction

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education Induction Program and the Clear Education Specialist Induction Program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The site visit team found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, Hart's local formative assessment system, teacher work products, interviews with program leadership, district administrators, credential personnel, Institutes of Higher Education representatives, Support Providers/Mentors, Participating Teachers, completers, and Advisory Board members. Due to the finding that all Common Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

- General Education (Multiple Subject/Single Subject) Induction
- Clear Education Specialist Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- The Hart Induction Program be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The Hart Induction Program 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 Lead	Adora Fisher Cupertino Union School District
Common Standards	Carry Tillery, PhD Corona-Norco Unified School District
Program Sampling	Lauri Massari Westside Union School District
Staff to the Visit	Paula Motley Consultant

Documents Reviewed

Steering Committee Agendas and Minutes	Budgets	Survey Results
Professional Development Provider Action Plans	ECO Application and Process	Organizational Structure Charts
Mentor Forum Agendas and Artifacts	Newsletters	Administrator Academy
Padfolios of Evidence	Education Specialist Handbook	Advisement Cohort Workshop Information
Mentor Action Plans	SP and PDP Application	Contact Listing (Biographical Information) for Consulting Teachers
Request for Support Providers/Mentors Reassignment	PDP Job Description	Induction Director Job Description
FAS Training Calendar	SP Letter of Commitment	Mentor IIP and Action Plan
Completion Logs	SP Job Description	SP Training Overviews
Collaboration Logs	PT Letter of Commitment	Ed Specialist Inquiries
Professional Credential Candidate Agreement	Project Optimal – Menu of Options for General Ed	Request for SP Reassignment
Calendar of PD	Advisement Cohort Dates	Ed Specialist Case History
Site Orientation Checklist	Entire Local Formative Assessment System	Conversation with an Administrator Scaffold
Eligibility and Program Placement	Technical Support for Accessing Data for Teacher Classes	Request for Extension of Induction Program Support
Glossary of Ed Spec Terms	Ed Spec Support Providers/Mentors Memorandum of Understanding	Ed Spec Initial Individual Induction Plan
Least Restrictive Environment Document	Menu of Options for Ed Spec PD	Ed Spec IHE Transition Document
Response to Intervention Form	SA Letter of Commitment	Ed Spec Orientation Agenda
Technology Verification Form	Common Standards Addendum for Ed Spec	Program Narrative, Biennial Reports, Preliminary Findings

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	22	15	37
Completers	8	8	16
Employers – Site Administrators	34	17	51
Unit Leadership	8	4	12
Faculty/Professional Development Providers	15	15	30
Program Leadership	8	4	12
District Liaisons	3	3	6
Field Supervisors – Support Providers/Mentors	22	22	44
Credential Advisors	2	1	3
TOTAL INTERVIEWS			211

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 William S. Hart Union High School District is located in the Santa Clarita Valley in the northern part of Los Angeles County and serves 7th through 12th grade. Nearly 23,000 students are enrolled in the district's six comprehensive high schools, a continuation school, middle college high school, independent study school, a home school support program, six junior high schools, and adult school and a Regional Occupational Program. The mission statement for William S. Hart Union High School District reads, 'We prepare students to meet the challenges of the future as lifelong learners and responsible citizens. In partnership with families and community, we create meaningful and diverse learning opportunities for all students so they develop the knowledge, skills, and character necessary to succeed. In all of our work, we demand fairness, honor, quality, and expect achievement at each person's highest level of ability'.

Hart High School, Sierra Vista Junior High School and Rancho Pico Junior High School were named California Distinguished Schools in 2013 and Golden Valley High School and Arroyo Seco Junior High School have received the designation of National Blue Ribbon School of Excellence while Bowman High School has been named a California Model Continuation School consistently since 2001. Hart High School was designated as an Exemplary Arts Program as part of the Distinguished School review by the California Department of Education in 2013. The Hart School District has also won the coveted Golden Bell Award for its diversity awareness and anti-bullying programs, its summer Intensive Literacy Program, its exemplary physical education program at Sierra Vista Junior High and In October 2013 for the drug and alcohol education and prevention program. Newsweek recognized Hart, West Ranch and Valencia High Schools in the top 1,000 schools in the country of more than 30,000 schools; U.S. News recognized Hart, West Ranch, Saugus, Valencia and Canyon High Schools in the top 1,000 based on their criteria in their annual Best High Schools in America report; U.S. News also recognized Academy of the

Canyons and Learning Post in the top tier of alternative schools and the Washington Post recognized Hart, West Ranch, and Valencia High Schools in the top 1,000 schools based on their criteria. These national recognitions were announced in the spring of 2013. The Hart School District boasts more than 90% of students going on to pursue a post-secondary education opportunities. The District's dropout rate is less than 3%. Students receive more than \$25 million in academic scholarships each year from colleges and universities throughout the county.

The Hart School District Academic Performance Index score and fitness scores consistently rank in the top tier of districts of its size in Los Angeles County and the State of California. Extra-Curricular programs including athletics and performing arts are available on all campuses and are regionally, state and nationally recognized as award winning and provide exceptional opportunities for students beyond the classroom. Athletic teams in the Hart School District have earned multiple CIF and State championships. Numerous students have earned Division 1 scholarships and several student athletes have gone on to successful professional athletic careers.

The Hart School District demonstrates a commitment to providing students with the necessary training and skills to be successful in the world of work. More than 90% of Hart District graduates go on to post-secondary education, enrolling in a four-year college or university or a two-year community college, including career technical programs.

Education Unit

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (2013-14)	Agency or Association Reviewing Programs
Multiple Subject/Single Subject Induction	Advanced	25	48	CTC
Clear Education Specialist Induction	Advanced	8	16	CTC

The Visit

The team consisted of 2 team members and 1 team lead. The team had two conference calls prior to the visit to discuss initial thoughts and questions generated from reading the site visit documentation. The visit began on Monday, February 10, 2014. The team members convened at the hotel Monday afternoon and reviewed the site visit schedule and stakeholder questions, while building community within the team. After the meeting, the team attended an orientation to the site at Rancho Pico Jr. High School, which included a tour of the facilities and access to program documents. The rest of the afternoon was spent interviewing stakeholders, reviewing program documents, and specific data. A team meeting was held the first night where the team reviewed each Common Standard and the areas of Program Standard sampling, and identified what additional information was needed to confirm the program was meeting standards. Interviews and document review continued on Tuesday. On Tuesday afternoon, a Mid-Visit report was shared with program leadership. Final consensus on all standards was reached Tuesday late afternoon. The exit report for program leadership and invited stakeholders was held at 9:30 am on Wednesday, February 12, 2014. There were no unusual incidences during the 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 Hart Induction Program is driven by a research-based vision comprised of multiple resources including a Formative Assessment System that embeds the California Standards for the Teaching Profession and California's adopted Standards and Frameworks. Support Providers/Mentors and Leadership verified the use of the Formative Assessment System in interviews. The new Common Core State Standards were also discussed as being implemented throughout the district on varying levels. Support Providers/Mentors have had Common Core Training and each site has a Coach or Mentor to facilitate the change from the California Academic Standards to the Common Core State Standards. Other research-based influences include the work of Lipton and Wellman, which provides a framework for mentoring beginning teachers. Not all Support Providers/Mentors reported having been through the training module for Mentoring Matters but all Support Personnel have attended Mentor Forums to learn coaching strategies and receive feedback on their work. The Director specified that he uses the "Data Driven Dialog/Conversations" to promote and engage in mentoring and coaching strategies.

The Hart Induction Program provides multiple opportunities for feedback in order to ensure fidelity to the vision, including surveys, anecdotal records, workshop evaluations and work done through the advisement cohorts that informs all parts of the program.

The Hart Steering Committee makes overarching decisions for the program. This broad representation provides PTs with timely information and advocacy. According to the Deputy Superintendent, "It's the decision-making body that guides the work." A description of how they make these decisions was further explicated by the Assistant Superintendent of Human Resources, Deputy Superintendent and other Steering Committee Members and Site Administrators in the statement, "We provide our teachers with a high level of support." Steering Committee meetings are specified to occur four times a year, as verified by the Director and Steering Committee members.

The William S. Hart School Board gives authority to the Hart Induction Director to design and implement the program under the leadership of the Induction Steering Committee. The Steering Committee uses a shared decision making model that involves all stakeholders to ensure recommendations are grounded in the needs of Participating Teachers. The Steering Committee utilizes program data to make recommendations to the Induction Director. The Induction Director uses recommendations from the Steering Committee to make modifications and adjustments in the oversight and management of the entire scope of the BTSA Induction Program, including Personnel and resources.

Participating Teachers in the Hart Program receive initial advice and assistance from the Credential Analyst who states, “I am the first person they see.” PTs then meet with the Induction Director to review the Induction Requirements and to determine if PTs are eligible for the Early Completion Option. PTs’ progression toward the clear credential is monitored by the Induction Director and through the completion of Induction benchmarks offered in the Advisement Cohorts. Support Providers/Mentors and Professional Development Providers ensure program calibration and special assistance for candidates, as well as providing progress monitoring of candidates to optimize successful completion of all program requirements. The Induction Director provides Completion Documents to the Credential Analyst, recommending each completing Participating Teachers for the Clear Credential, upon completion of all program requirements.

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 Hart Induction Program uses multiple measures across the unit to ensure ongoing improvement, including state survey data and local survey data. The Biennial Reports required in the accreditation process provide ongoing assessment for the evaluation and improvement of the program. An annual improvement plan is designed in response to the assessments and reviewed by the Steering Committee. Oversight of the program, by the Steering Committee, serves to question and require improvement in program practice. All assessment data is provided to this committee for their perusal and recommendations for the purpose of program improvement and support.

The Steering Committee utilizes data from the program to make recommendations to the Induction Director. The Induction Director uses the recommendations from the Steering Committee to make modifications and adjustments in the oversight and management of the entire scope of the BTSA Induction Program, including Personnel and Resources. Examples include:

- Cancellation of some workshops
- Structural changes to workshops
- Changes in scheduling of workshops
- Additional sub time for visitation of Veteran Teachers

Data is collected for ECOs, challenging assignments, requests for SP changes for timely remediation and appropriate dissemination to stakeholders.

Padfolios are evaluated by multiple mentors to verify completion and minimal competencies. Candidates are provided multiple opportunities to receive both formative and summative feedback as they document evidence of competence in the standards. Non-completers are informed of their status and potential financial repercussions.

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.

Offices and Professional Development Facilities are provided at the PAR center at the Rancho Pico Junior High School. The Professional Development Center is large enough for over 60 teachers to be in attendance. It is well-suited as a learning environment for professional development.

Resources are allocated to support each program, including an Induction Director and clerical support. Consulting Teachers, Support Providers/Mentor Teachers are all part of the support team. Mentors at Granada Hills, receive stipends based on their National Board Certified Teacher status, however, not all mentors are NBCTs. Other Support Providers/Mentors receive remuneration (as noted in the budget) for full time and part time services. The Credential Analyst interviews all new induction candidates to determine eligibility, as well as processing the application for the clear credential as part of her job. Regular meetings occur for all stakeholder groups, including Mentor Forums. Mentors are given time to meet with their Participating Teachers five full days over the school year.

The program provides ongoing Formative Assessment, based on the Plan, Teach, Reflect, Apply Cycle, as asserted by numerous Support Providers/Mentors. Formative Assessment requires the completion of four Inquiries over the two years of Induction that focus on the California Standards for the Teaching Profession, the Induction Standards Five and Six and the Academic Content Standards that are shifting to the Common Core State Standards.

Additional professional development is also provided to all teachers in the district including Participating Teachers in Professional Learning Communities (PLCs), Effective Writing, Standards-based Instruction and Thinking Maps. Advisement Cohorts embed trainings on working with Special Populations and English Learners, per documentation and interviews with PDPs.

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.

There are three levels of qualified personnel that service the Hart Induction Program. They are the Induction Director, Support Providers/Mentors who support Participating Teachers and Professional Development Providers (who may also be Mentor Teachers). Job descriptions and Roles and responsibilities were reviewed as well as applications, and vitae. Interviews were conducted to ensure quality support for Participating Teachers. All three levels of qualified personnel receive ongoing training and a systematic review of efficacy to ensure their proficiency in content knowledge, context for public school teaching and best practices. Many support personnel are becoming Common Core experts and are sharing their knowledge with PTs.

Mentors create their own action plan and self-assess using rubrics. They are assigned by site and receive job-alike pairings with Participating Teachers. They receive training in cultural, language, ethnic and gender diversity issues. They also, along with Participating Teachers, commit to issues of fairness and diversity.

Mentors receive six and a half days of training over their first two years that focus on collegial relationships associated with the plan, teach, reflect and apply cycle. Through formative assessment, Participating Teachers take part in four inquiries, as well as advisement cohorts, that are designed to facilitate the acquisition of knowledge as it relates to context for teaching and academic content.

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.

Program leaders and the Credential Analyst report that upon verification of employment status, candidates have their credential reviewed by the District's Credential Analyst for program eligibility. Candidates confirm that once they are identified as eligible, they are required to sign a Program Credential Candidate Agreement, which delineates the program requirements and expectations for General Education candidates and for Education Specialist candidates. The Induction Director reported that potential Early Completion Option (ECO) candidates meet separately with program leadership, to discuss their ECO eligibility, expectations and requirements for program completion.

The Hart District's HR department adheres to State and Federal non-discriminatory hiring practices. The Induction Director reports that the William S. Hart District embraces diversity and encourages hiring of a diverse population. The teacher population of the Hart District reflects the diversity found amongst the student body.

Program leadership depend on the State licensing procedures through preliminary service programs to guarantee that candidates have appropriate pre-service experiences that predict a potential for success and effectiveness prior to being hired. Stakeholders and participants of the program indicate that the district's hiring process is rigorous. During the first year of their practice, teachers are continuously evaluated through the Peer Assistance and Review (PAR) program on their basic academic skills, communication skills and their ability to teach students

from diverse and special populations. The Consulting Teachers' (CT) observations, discussions with participants and support provided are captured on CT forms for each candidate's classroom practice. These documents are presented to the PAR panel by the Consulting Teacher three to six times per year for panel evaluation and input. The Induction Director confirms that local assessment tools are used for teacher reflection and focus on student achievement. These confidential documents are strictly for teacher improvement in the above areas and are not shared with anyone in the program. Participating Teachers stated that, "We are so appreciative of the support that we receive through PAR and Induction; we are better teachers because of it."

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.

Interviews with program Support Providers/Mentors, revealed various levels of support available to all candidates. Upon hiring, the Induction Director and the Credential Analyst advise candidates of program placement and expectations. Once assignments have been made, the Consulting Teachers stated that they support and advise all year one teachers. Consulting Teachers also explained that all year two teachers are supported by either a Site Based Mentor or an assigned Mentor who travels from another school site. These Support Providers/Mentors act as Mentors, and Advisors as well as Professional Development Providers. In addition to this support, each school site has an assigned Common Core State Standards Instructional Coach.

Program participants report that upon hiring they receive a program orientation, a program brochure and a notebook, which outlines all expectations and dates for professional development events and workshops. During interviews, candidates also referred to a letter of commitment they signed agreeing to fulfill all program requirements.

Support Providers/Mentors describe a process by which each candidate's body of work, captured via the programs' local assessment tools, are reviewed twice a year. If a candidate is not making adequate progress they are given a finite period of time to resubmit the required expectation and improve on its quality with advice and guidance.

Candidates report that their Support Providers/Mentors work with them through the use of observations, conversations and local assessment tools to guide and assist them in improving their teaching practice. During their first year of teaching, candidates participate in both BTSA Induction and PAR. PAR provides candidates with an evaluative lens of their practice, while Induction provides teachers with a reflective lens of their practice. One candidate likened it to Marzano's Art and Science of Teaching by saying, "PAR looks at the Science of teaching, schedules on the wall, standards available for all students to see, while Induction looks at the art of teaching, reflecting on practice, differentiating for student need, reflecting on use of strategies for student achievement. We need both." During the candidates' second year of teaching, candidates only participate in Induction, and local assessment tools are used by Mentors to guide advisement toward improving teacher practice.

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.

Candidates are required to participate in monthly Advisement Cohorts to discuss student work, focus students (EL or Special Education) and classroom practice to develop the knowledge and skills necessary to support academic achievement. In addition candidates are required to self-select four professional development workshops during the year that provide opportunities to attain knowledge and skills in their particular areas of need or interest. These opportunities were evidenced by interviews with stakeholders, copies of agendas for scheduled workshops and professional development gathered during the site visit. In addition, the Consulting Teachers confirmed that the District also provides professional development through full time Professional Development Providers (PDPs) on district-wide initiatives, such as the Common Core Roll Out. The District also offers content area support through PDPs who have expertise in specific content.

Support Providers/Mentors and Professional Development Providers described a rigorous hiring process of which they were participants in order to acquire their advisement positions in the program. These stakeholders indicated that they were required to have taught in the District for five years before they were eligible to apply for their positions. Stakeholders also indicated that after serving as Support Providers/Mentors in the program for five years they are required to return to the classroom to remain current in their teaching practices. The Director of Special Education and the Induction Director also indicated that they work together to identify job-alike Special Education Support Providers/Mentors for Preliminary Education Specialist Candidates.

Participants stated that they bring work from one of their focus students to the Advisement Cohort meetings. First year teachers must bring work from ELL student and second year teachers must bring work from Special Education Students. The purpose of bringing student work to these meetings is to discuss focus student progress, and to determine strategies participants might use to increase academic achievement for these students. Education Specialist candidates meet in job-alike groups to discuss student work and strategies that pertain to their particular assignments and students. All participants are required to implement an Action Research Cycle. A year two participant stated that, "I was encouraged to seek research outside of my own practice and to observe other teachers who had expertise in my area of focus. I valued the opportunity to see EL strategies implemented in a math classroom."

Standard 8: District-Employed Supervisors

Not Applicable to BTSA Induction

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 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.

During the site visit, evidence was gathered through examination of padfolios and local formative assessment tools that individual candidates from the William S. Hart Induction Program are acquiring the knowledge and skills to effectively support all students with academic standards. Candidate interviews revealed that teachers felt that the professional development prepared them and provided strategies they could immediately use in their classrooms to meet the needs of their students. One teacher stated, “My teaching has improved because of the support and professional development I have received through this program. I am so thankful I am participating in BTSA”. Through the Induction program and the first year PAR program teachers are required to document and demonstrate the growth of their teaching practice as they work with students in their classrooms.

Examination of Teacher padfolios and formative assessment tools conveyed rigorous and comprehensive coursework completed by participants. The coursework provided denotes high levels of competence and the capacity to address the academic achievement of all students. Interviews with Principals confirmed candidate competency as a result of the support and professional development they have received. “I have observed that the program gives teachers usable tools that they can take and put into practice immediately. We depend upon BTSA and PAR to support our new teachers, we trust the Consulting Teachers assessing the needs of our teachers and supporting their professional growth.”

Program Standards

General Education Induction Clear Education Specialist Induction

Program Design

The Hart Induction Program services teachers in the William S. Hart Union High School District, Granada Hills Charter High School (chartered through Los Angeles Unified School District), and the Albert Einstein Academy of Letters, Arts, and Sciences (chartered through the Hart District). The Hart District is a junior high and high school district that incorporates six junior high schools, six comprehensive high schools, one continuation school, and one self-contained behavior charter school. Granada Hills Charter High School, located on the campus of one of the junior high schools, in the Hart District.

The William S. Hart Union High School District is the lead educational agency for the Hart BTSA Induction Program. The Hart Induction Program offers opportunities for clearing the General Education Multiple Subject/Single Subject and Education Specialist Credentials. Duties of coordinating the induction program are delegated to the Induction Director. All stakeholder groups sampled, indicated strong leadership skills in the current Induction Director who is new to his position this year. Stakeholders describe the transition from prior to current leadership as “seamless.”

The William S. Hart School Board gives authority to the Hart Induction Director to design and implement the program under the leadership of the Hart Induction Steering Committee (HISC). Site Administrators and Steering Committee representatives verify the purpose of the steering committee in its function as a shared decision making model that involves stakeholders from every aspect of the program.

The Hart Induction Program has created strong communication with stakeholders within the institution.

Professional development options are continuously updated to address the implementation of Common Core Standards and the recently initiated Education Specialist program requirements. The Induction Director has implemented a transition plan for updating formative assessment with the new English Learner standards.

Education Specialist candidates participate in all aforementioned induction practices with professional development and mentoring options geared toward the individual needs of the candidate. The district professional development schedule, in collaboration with the Special Education department, and partnerships with local and online universities, includes an array of options in Special Education to assist in meeting standard 7 and the candidate’s individual authorizations.

According to the Protocol Production Document, The Hart District Special Education Department is working with the Hart Induction Program to delineate many of the processes required of Education Specialist teachers. These protocols include testing, IEP Writing, Communication, Advocacy, and writing Transition Plans.

Course of Study (Curriculum and Field Experience)

The Hart Induction Program is a research-based program that focuses on honing effective instructional practices in each candidate. All program requirements are given to participants from their first signing of the Letter of Commitment that signals entry to the induction process.

Program participants are required to demonstrate competency in both the Induction Standards and the California Standards for the Teaching Profession (CSTPs). To facilitate candidate demonstration of these elements, the Hart Induction Program utilizes a local formative assessment system. This course of study is intended to build upon the knowledge candidates bring from pre-service into daily demonstration of skills to promote student achievement following the Plan, Teach, Reflect, Apply model.

A Support Provider/Mentor closely guides the Participating Teacher's work. Candidates engage in self-assessment activities through the use of the Continuum of Teaching Practice. These activities inform teacher growth. Candidates submit all assessment documents in a padfolio that is collected in May for review by Consulting Teachers and the Induction Director.

Using the Individual Induction Plan (IIP), candidates identify focus questions for their development within each of the standards based inquiries. This process leads to the research and implementation of strategies, which are linked to both professional and site-based goals. An action research plan for each inquiry directs each candidate's engagement with professional development that is personalized to the candidate's focus.

IIPs include a Focus Study Student Profile that allows the candidate to monitor and adjust lessons by examining the needs of an English Learner or Special Needs student to which they have been assigned to teach. Throughout the formative assessment process, candidates are continually identifying elements from their daily practice that demonstrate the Induction Standards and the CSTP's, while recording this evidence on their inquiry system self-assessment documents.

Professional development is provided by trained Support Providers/Mentors, Consulting Teachers, or other educators noted for their expertise in the areas of teaching English Learners, Special Populations, and Technology skills. Professional development providers receive feedback from Participating Teachers at the conclusion of each presentation regarding the quality of their presentations in order to ensure ongoing quality.

Education Specialist candidates participate in the local formative assessment system after completing an initial transition activity within 30 days of employment. The transition document is used by consulting teachers to assist the candidate in accessing prior experience and coursework in decision-making toward developing an IIP. Ed Specialist candidates report that specialized professional development is embedded within the Advisement Cohort meetings to give Education Specialist Candidates an opportunity to collaborate with fellow Education Specialists and expert teachers in special education-specific applications of formative assessment.

Candidate Competence

The Hart Induction Program provides candidates with multiple opportunities to receive both formative and summative feedback. They document evidence of candidate growth over time using the CSTP and formative assessment.

Support Providers/Mentors describe the Collaborative Log as a monitoring tool to document teacher progress. Support Providers/Mentors reported the usefulness of this tool in monitoring conversations and recording communication with the Participating Teachers. Support Providers/Mentors use this document to record what's working, current challenges, and next steps. Current Participating Teachers also report that the Collaborative Logs are key to articulating ongoing goals and progress.

As candidates complete each facet of the local formative assessment system, they are required to attend Advisement Cohorts. These cohorts allow for interaction and advisement from expert teachers on formative assessment.

At the end of each year, the Induction Director provides feedback on portfolios. Candidates are provided with an opportunity for resubmittal. Upon successful completion of the two-year process, the Induction Director makes a credential recommendation to the Hart District Credential Analyst for a Clear Multiple Subject / Single Subject or Education Specialist credential.

Support Providers/Mentors receive ongoing professional development through Monthly Mentor Forums as they engage in discussions around inquiry-based documents and the mentoring process. The Induction Director, Support Providers/Mentors, and Consulting Teachers report using the Continuum of Mentoring Practice to monitor and assess their coaching practices. The Induction Director meets with each Support Provider/Mentor and Consulting Teacher to provide guidance and feedback in coaching practices.

Site Administrators, Participating Teachers and Support Providers/Mentors report the value of annual Triad meetings. These meetings provide an opportunity for discussion of the goals of the candidate, their progress in induction, and the facilitation of calibrating the needs of the candidate. Site Administrators stated that Support Providers/Mentors "model the reflective practice" that benefits all participants.

Education Specialist candidates utilize the Continuum of Teaching Practice and Formative Assessments, as well as the Triad meetings for monitoring progress over time. Education Specialists report opportunities for job-alike advisements to receive feedback regarding issues unique to special education.

Findings on Standards:

After review of program documents, the completion of interviews with various stakeholders, the team determined that all program standards are **Met** for the General Education Induction and Clear Education Specialist Induction Programs.