

Consent Item - Accreditation Site Visit to Hayward Unified School District

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Hayward Unified School District in June, 2011. The COA took action in June 2011 to accept the accreditation recommendation of *Accreditation* for Hayward Unified. However, due to a clerical error on the agenda sheet, staff requests that the COA revisit its action at this meeting.

Background

At the June meeting of the COA, the state consultant and team lead for the accreditation visit presented the report, the standards' findings, and the accreditation recommendation. Subsequently, the committee members discussed the report and its recommendations, agreeing with the recommendation of *Accreditation* and the findings that all Common Standards were met with the exception of Common Standard 1 that was found to be “met with concerns” and that all program standards for the Induction program were met with the exception of Program Standard 2 (Collaboration and Communication) which was found to “met with concerns.” Additionally, the COA adopted the site visit team’s recommendation that the program:

- 1) rewrite their Common Standards narrative to better explain how each standard is address, and
- 2) submit a 7th year report that includes an update on efforts the district and program have taken to provide site administrators with dedicated professional development around supporting program participants as well an update on the dissemination of the program’s vision throughout the institution.

However, it was discovered after the meeting that the item had been noticed on the agenda sheet as “Information” rather than “Action.” The COA, as a public body, is prohibited by the Bagely-Keene Open Meeting Act from taking action on any item unless it has been noticed as an action item.

Staff requests that the COA take action at this meeting to adopt the recommendation of Accreditation, with a 7th year follow up report as indicated above, reflective of its discussion at the May 2011 meeting.

During the presentation in June, an error in the report as it related to the expectation within the 7th year report was discovered and corrected. The corrected report is attached as Appendix A. No additional changes were made to the report as presented in June 2011.

Staff Recommendation

Staff recommends that the COA take action on the accreditation team recommendation for Hayward Unified School District. Having already presented the report of the team, the team lead and the institution have not been asked to appear at this meeting.

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

Professional Services Division

**June 2010
Overview of this Report**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Hayward 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	NA		
9) Assessment of Candidate Competence	X		

Program Standards

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

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

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

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

Institution: Hayward Unified School District

Dates of Visit: May 2-5, 2011

**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 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** with the exception of Common Standard 1 which is **Met with Concerns**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Induction Program. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The site visit team found that all program standards are **Met** with the exception of Program Standard 2 which was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' association representation, Institutes of Higher Education representatives, support providers, participating teachers, completers, and advisory board members. Due to the finding that all Common Standards are **Met** with the exception of one **Met with Concerns**, and all Program Standards are **Met** with the exception of one **Met with Concerns**, the team unanimously recommends a decision of **Accreditation**.

It is the team's further recommendation that during the follow up year (2011-2012) the program: 1—rewrite their Common Standards narrative to better explain how each standard is addressed,

- 2—report to the COA on efforts the district and program have taken to provide site administrators with dedicated professional development around supporting program participants.
- 3—report to the COA on the dissemination of the program’s vision throughout the institution

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

Advanced Credentials: General Education (MS/SS) Induction Program

Staff recommends that:

- the institution's response to the preconditions be accepted.
- Hayward Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Hayward 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:	Angie Lind El Dorado County Office of Education
Common Standards Cluster:	Doretha O’Quinn Point Loma Nazarene University
Advanced Programs Cluster:	Lori Walker Stockton Unified School District
Staff to the Visit	Gay Roby Consultant, CTC
	Ronald Koop Consultant for CTC

Documents Reviewed

Accountability Logs	Candidate MOU
Advisory Board Agenda	Candidate Portfolios
Advisory Board Agendas	Candidate Survey regarding SP performance
Biennial Report	Candidate/Support Provider Data Base
Biennial Report Response	Candidate/Support Provider Training Agendas
BTSA Induction Application	Colloquium Agenda
BTSA Induction Budget	Communications to Site Administrators
BTSA Induction Handbook	Continuum of Teaching Practice
BTSA Induction Organizational Chart	Credential Program Transcript
BTSA Induction/IHE Collaboration Agenda	District Organizational Chart

District Professional Development Calendar
 ECO Application
 FACT Program Guide
 HUSD FACT documents
 IHE/BTSA Induction Meeting Agendas
 Inquiry Portfolios
 Job Descriptions
 Local Surveys
 Notes Journal
 Orientation Agenda
 Participating Teacher Journey
 Program Assessment of Support Provider
 Program Assessment *Preliminary Findings*

Program Completion Document
 Protocol for Application Process
 Reassignment Options
 Review for Submitted Evidence Document
 Roles & Responsibilities, Advisory Board
 Site Liaison Chart
 State Survey results
 Support Provider Application
 Support Provider MOU
 Support Provider Self Assessment
 Team Meeting Minutes
 Transportability Completion Record
 Welcome Letter

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	3	3	4	10
Completers	0	2	3	5
District Administration	5	2	2	9
Site Administrators	0	3	4	7
Program Coordinators	1	1	1	3
Professional Development Providers	1	0	2	3
Support Providers	1	4	3	8
Credential Analysts and Staff	3	0	0	3
Advisory Board Members	3	4	4	11
IHE Members	0	1	1	2
			TOTAL	61

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

Alameda County occupies most of the East Bay region of the San Francisco Bay Area. As of the 2010 census it had a population of 1,510,271, making it the 7th largest county in the state. The county includes the cities of Oakland and Berkeley, and Oakland is its seat. According to the 2000 census, the county has a total area of 821.15 square miles, of which 737.57 square miles is land and 83.57 square miles is water.

Hayward is the sixth largest city in the San Francisco Bay Area, the third largest in Alameda County, and is located on the Bay's eastern shore, primarily between Castro Valley and Union City, at the eastern terminus of the San Mateo-Hayward Bridge. Hayward was ranked as the 33rd most populous municipality in California. The Hayward Unified School District (HUSD), is a

public school district serving the city of Hayward, California. Supervised by the superintendent, and the HUSD board of trustees, the district serves more than 21,000 students in 31 schools (22 elementary, 5 middle schools and 3 high schools. It also maintains an alternative high school, and an adult education center.), and employing more than 1,000 teachers.

The Hayward Unified School District is ethnically very diverse. The following list reflects the Ethnicity of Teachers in 2009-2010 (according to the CDE Educational Demographics Unit).

Ethnicity	Students	Teachers
Hispanic or Latino of Any Race	12,230	221
American Indian or Alaska Native Not Hispanic	118	0
Asian Not Hispanic	1,708	90
Pacific Islander Not Hispanic	875	12
Filipino Not Hispanic	1,571	19
African American	3,222	97
White	1,910	606
Two or More Races	121	1
No Response	123	26
TOTAL	21,878	1,072

Education Unit

The Hayward Unified School District Beginning Teacher Support and Assessment Induction Program is a district program providing an Induction experience to an average of eighty-eight participating teachers on a yearly basis. The program serves twenty-two elementary schools, five middle schools, and four high schools. Hayward Unified School District Induction Program offers a General Education (Multiple Subject and Single Subject) Induction Program. The Hayward Unified School District Induction Program is supported within the Standards, Assessment, Research, and Evaluation Department of the district. A full time program coordinator (TOSA) manages the program with the assistance of 0.2 support personnel. The program employs 1.5 full time release Professional Development specialists who also serve on the leadership team. Currently, Hayward Unified School District Induction Program has 25 teachers acting as support providers, serving 52 candidates.

The goal of the program reflects the district's goal, to provide participating teachers with high quality extended preparation and professional development that enables them to meet the academic learning needs of their students. Each candidate is matched with an experienced and knowledgeable support provider who conducts mentoring and support throughout the *Formative Assessment for California Teachers (FACT)*. The research-based FACT system asks the candidate to demonstrate his or her practice through the Plan-Teach-Reflect-Apply cycle along with inquiry and reflection that allows the teacher to implement personal action research in his or her classroom. At the conclusion of the Induction program, the program administrator recommends candidates for their clear credential. There is the option for the early completion of the program for those who qualify.

The Induction program's foremost priority is to provide participating teachers with high quality extended preparation and professional development that enables them to meet the academic learning needs of their students. A constant focus is maintained on student achievement while

building strong professional relationships and developing lifelong professional learners. The Induction program promotes the lifelong cycle of continuous improvement with teachers new to the profession by supporting them in attaining attributes, skills and abilities related to the California Standards for the Teaching Profession (CSTP).

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction Program	Advanced	54	52	CTC

The Visit

The visit was conducted at the Hayward Unified School District offices in Hayward, CA from Monday, May 2nd through Thursday, May 5th. The review team consisted of three members—a team lead, a common standards reviewer, and a program standards reviewer---and two state consultants.

Common Standards

Standard 1: Educational Leadership

Standard Met with Concerns

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.

Findings

The Hayward Unified School District Beginning Teacher Support and Assessment Induction Program, in alignment with the California Department of Education (CDE) and the California Commission on Teacher Credentialing, (CTC) implements a research-based induction program. The Induction program utilizes the state-developed formative assessment system, Formative Assessment for California Teachers (FACT), which has been formulated from current research and practice as it relates to new teacher development and formative assessment. Through the FACT system, candidates deepen their understanding and application of the state-adopted academic content standards and curriculum frameworks.

Due to the fiscal challenges within the district and retirement of the former program coordinators at Hayward Unified School District, the present program coordinator was newly assigned in August, with final funding sources determined and allocated in February. Evidence of a research-based vision shared by all program leaders was lacking as confirmed by interviews with the unit and program directors, induction specialists (who are also professional development providers), advisory board members, and representatives of the local state university. Interviews with the program coordinator and induction specialists showed that the core program personnel have a vision for this program but structures that assure the vision has been clearly articulated to other district leaders are needed. As the district welcomes a new superintendent, establishes proposed monthly topics for the Instructional Leadership team, and prepares for a new school year, the time is right for the program to develop, share, and disseminate a common vision regarding BTSA Induction.

Through document review of candidate portfolios, a calendar of topics, advisory board agendas and interviews with a variety of stakeholders it was evident that the Induction Program staff facilitates workshops, works one-on-one with candidates, and oversees the work of support providers. The organization, coordination, and governance of the professional preparation program is managed by a three-member team (one coordinator and two induction specialists). Multiple stakeholders expressed their confidence in the effectiveness of the program. A program graduate reported that, “had it not been for their professional development and support I would have quit.” An advisory board member stated as one example, “our involvement in governance and the outcomes of the training on equity allowed us to make decisions on policies for accessibility and a workshop on culturally relevant pedagogy for the participating teacher.” A candidate stated that, “learning about the professional learning community is one of the highlights of my training as a participating teacher and it means so much to me to know that there

are others I can call on for help.” Multiple interviews and review of documentation showed that there is evidence of regularly scheduled meetings that are organized, coordinated, and governed by the three-member professional development team, refined through input from the stakeholders.

Until recently a fiscal advisor appointed by the Alameda County Office of Education gave oversight to the budget. The unit director now oversees the budget while supporting the program coordinator who ensures compliance and implementation of all components of the program to meet all the standards, supervise the induction specialists, support providers and the part-time program clerical support. Interviews and documentation indicate the unit director works collaboratively with the program coordinator and her team to assure funding is available for the program to embed best practices as they relate to the California Standards for the Teaching Profession (CSTP), Induction program standards, and state-adopted academic content standards.

An interview with the human resource director, credential analyst and credential technician provided evidence that the human resources unit implements and monitors the credential recommendation process. Candidates initially attend an advisement session with the credential technician to determine eligibility for the Induction and if eligible are referred to the program coordinator. At the conclusion of a candidate’s participation, the documents submitted to the credential technician by the program coordinator ensure each candidate has completed all modules of FACT and have met induction program requirements. Candidate documents were reviewed as evidence of the unit’s implementation and monitoring of the credential recommendation process. It was noted that the credential technician monitors the process until the candidate receives the credential from CTC.

Rationale:

Evidence of a research-based vision that is shared by all district leaders was lacking. While there was evidence that the day-to-day implementation of program components was well understood by all stakeholder groups, and program personnel were cognizant of their role and responsibilities to the program, few interviewees and little documentation were found that articulated current research and a common vision for this program.

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

Findings:

The Hayward Unified induction program implements a system of assessment and evaluation that employs multiple measures to determine candidate's qualifications, proficiencies and competence for program improvement. The data assessment measures include state surveys, candidate mid-year surveys, local participating teacher and support provider surveys, self assessments and the FACT formative assessment system, all of which were reviewed in the documents provided to the team. Interviews with unit and program staff, advisory board members, site administrators, support providers, completers and candidates validate assessments are in fact used to inform areas for program effectiveness and improvement, as well as candidate proficiencies and competence in meeting the program standards.

The data analyzed provides feedback for ways to improve the induction program. Program notes journals, informal discussions, and biennial reports are documents that were reviewed as clear evidence identifying specific program improvement targets. The unit director is also a member of the advisory board and receives the feedback at that time from the induction program coordinator and team. Interviews with members of the advisory board indicated that the data analysis findings were used to "drive the program," "integrate into the fabric of Hayward Unified School District program improvement" and "provide for a better understanding of delineating information for other personnel." A member of Hayward USD's Board of Education serves on the advisory board and indicated that findings from the program analysis are used as "power for influencing budget decisions for resources needed for program improvement."

The unit assessment measures were limited as a means of data collection for program effectiveness and improvement purposes. The unit director indicated that data was primarily collected and reported by the program coordinator at the advisory board meetings and she discovers program effectiveness and improvement needs at that time. There are plans to improve both the data collection and the reporting out of findings to the unit leadership prior to the advisory board meetings.

The relationship between candidate performance data and findings in the analysis used for Hayward Unified School District induction program is ongoing evidence that indicates assessments are used for program improvement. The program assessment data was evidence of multiple measures with limited unit assessments. The team encourages the unit to review its assessment measures for improving its contribution to program improvement and effectiveness. The team found evidence that the multiple assessments in all programs includes ongoing and comprehensive data collection and analysis findings is related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

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.

Findings:

Unit leadership expressed commitment to maintaining funding to support the continued operation of the program. The severe budget concerns at the state level may, however, have an impact next year. Since the initiation of the three tier flexible funding system and the Teacher Credentialing Block Grant's placement in Tier III, the program budget is under the District Budget Committee. The program coordinator is required to submit budget requests to the unit director who then takes the requests to the budget committee. Fiscal advisors review each request for approval. All program operations expense requests submitted to the budget committee have been approved.

The Director of Standards, Assessment, Research and Evaluation Department facilitates the program with one teacher on special assignment who serves as the coordinator. The coordinator also provides professional development and supports two participating teachers. In addition, the district provides one full-time and one 60% teacher who serve as support providers and professional development providers for the program. An additional 50% teacher is employed as a support provider. Because of reduced funding, the district also uses the induction specialists to provide professional development to all teachers. The district has tapped into the expertise of the program staff and provided additional training to the induction specialists that supports district program improvement goals including Reading Apprenticeship, Conscious Classroom Management, Adaptive Schools, Presentation Skills and Meta-cognitive Skills for Math and Science. The director, coordinator and the induction specialists reported in interviews that this practice increased alignment of participating teacher goals with district goals and has improved their ability to support participating teachers in the program.

The district provides a professional development center for induction support meetings with an adjacent computer lab that is available for participating teachers and support providers. The coordinator and the professional development coordinators have office space near the professional development center.

Human resources personnel determines new teacher eligibility. Once eligibility is determined, the program coordinator meets with the site administrator to assign a support provider. Participating teachers and support providers attend an induction orientation together. Review of the orientation agendas and PowerPoint presentations confirm that the program coordinator and the program induction specialists outline all program options requirements. If participating teachers need additional information concerning specific program options such as the Early Completion Option, the Human Resources Director meets with that teacher.

When interviewed, the credential technicians said that they have attended teacher credential training provided by BTSA Induction Cluster Region 2. They also attend the yearly Counselors

and Credential Analysts of California conference (CCAC) to stay current on changes in the California credentialing system.

The program is currently supporting fifty-two participating teachers. Classroom-based support providers are assigned to about half of those teachers. The remainder of the participating teachers is supported by the program coordinator and induction specialists. Additionally, eligible teachers are on a waiting list due to a lack of prepared support providers. A system for maintaining a pool of qualified support providers that can serve all new teachers in the district is not evident.

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.

Findings:

The program organizational chart indicates that program faculty consists of a program coordinator and two induction specialists who also serve as professional development providers. The review of job descriptions/responsibility summary confirmed that program coordinator and induction specialists are qualified to model and provide professional development that reflect knowledge and understanding of pedagogy, CSTP, FACT, the diverse learning need of students to support providers and participating teachers. Interviews confirm that the program coordinator and induction specialists attend the biannual Induction regional training. The district provides additional training to induction specialists that support district goals and provide them with a deeper understanding of facilitation skills and academic content. The goal of program staff is always to find links to what participating teachers are doing in the action plan to what is happening at their sites. In addition, the induction specialists' participation in the district's Instructional Leadership Team meetings next year will provide the program a conduit to clear understanding of both district and site implementation of academic content, assessment, program improvement and curriculum goals which in turn will allow them to provide benefit to both BTSA Induction participants and the entire district. Participating teachers reported that the work they do in Induction "goes hand in hand" with district curriculum goals and translates directly into their work in the classroom.

Professional development provider roles and responsibilities were assigned to the induction specialists based on their abilities, their skills in providing professional development and their understanding of how to support the diverse learning needs of students. All support providers are selected through an application process that ensures their knowledge and understanding of standards, frameworks, and the accountability system in Hayward Unified School District. Support providers receive initial and ongoing training to increase understanding of instructional coaching strategies and sensitivity to and support of the diverse learning needs of students in the

district. Support providers indicated at interviews that the training was extremely beneficial and allowed them to support their particular participating teachers' growth.

One of the strengths of program personnel is their understanding of the role that culture, language, ethnicity and gender diversity play in meeting students' needs. During interviews, participating teachers said that one of the most important skills that they learned from the professional development provided in the program was how to better differentiate instruction for students. A specific example was reported by a high school math teacher, "During my inquiry, I learned how important it was to include vocabulary instruction in my math lessons to support my English Learner focus student." While there is some diversity shown in program personnel, the program is encouraged to work toward greater diversity reflective of their student population.

The program coordinator and the induction specialists collaborate with other educators regularly and systematically through an advisory board comprised of representatives from all program stakeholders including district leadership, the school board, IHE, the county intern program, site administrators, support providers and participating teachers. Advisory board agendas and presentation materials demonstrate that the program coordinator shares program data with the board in order to seek their input and advice on possible program changes. In addition, the program provides professional development that increases stakeholder understanding of program components. In interviews, both induction specialists and advisory board members reported that the advisory committee provides an opportunity for them to deepen their understanding of BTSA Induction and to have a voice in the program. As one member said, "the committee gives them a voice, and the program listens to our voices."

The unit director evaluates both the program coordinator and the induction specialists according to the district's negotiated teacher contract that states that they are evaluated every five years if they have received satisfactory evaluations in previous years. The program coordinator monitors support providers' services through the review of triad meetings notes, participating teacher formative assessment work, and accountability logs.

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.

Findings:

Participants are admitted to the program when they are hired by Hayward Unified School District and 1) hold a preliminary multiple subject or single subject credential that needs to be cleared or 2) have been trained out of state or out of the United States with a renewal code that requires induction for credential renewal. As a clear program, multiple measures for an admission process that encourages diversity and 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 have been addressed by the teacher preparation program that candidates have previously completed.

The induction program coordinator works collaboratively with the Human Resources Director to plan and implement a complete process for informing and supporting new teachers towards clearing their credential. As a result, there is a written protocol outlining the admissions process for informing candidates regarding their eligibility for the Induction program. An advisory board member expressed that the admissions process is “a seamless process” as a result of the established protocol and ongoing communication between the coordinator and human resources department staff.

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.

Findings:

The program director works collaboratively with the human resources personnel in advising participating teachers of their credential completion and professional development requirements. Upon hiring, the credential technician provides the participating teachers with contact information for the program coordinator who extends an invitation to attend the induction orientation. The orientation meeting allows candidates to be advised of program expectations of their academic, professional and personal development along with meeting their support provider. Each participating teacher is also advised of the Early Completion Option, with eligibility requirements and criteria outlined in the induction handbook. The team interviewed participating teachers and reviewed the induction handbook with guidelines for Early Completion Option to verify the program’s orientation process.

The induction staff informs participating teachers of their required attendance at a orientation meeting to review program requirements and provide an overview of FACT. A record of completion activities is regularly reviewed by the support provider for each participating teacher and is noted in their accountability log. Feedback on progress is given to each participating teacher at mid-year and end-of-the-year reviews. In addition, individual assistance is provided to the candidates by the program coordinator and the induction specialists as needed or requested. In the event a participating teacher requires additional assistance beyond the support provider’s work, the program director or induction specialist will become the support provider. Participating teachers may apply for a leave of absence from the Induction program for extenuating circumstances. They may also apply for an extended induction period from the Induction office. The extensions may not exceed 12 months. Completion documents and the induction handbook were reviewed to verify this information is readily available to candidates.

Each participating teacher has the responsibility to collect evidence of practice as outlined by the completion of FACT documents. A verification of completion, signed by the support provider, is submitted to the induction office and is entered into the database. Review of the collected evidence indicates there are many checks and balances in place for the completion process. The team found multiple evidence documents regarding the candidate’s progress and performance

that are used by the support provider, program coordinator and professional development to guide the participating teacher towards completion. A program completer recalled the Individual Induction Plan (one of the FACT documents) as a “supportive tool” that kept her on task and gave assistance that was “unique to her” for her personal growth.

**Standard 7: Field Experience and Clinical Practice
Met**

Standard

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings:

The induction program uses FACT in a planned sequence of experiences designed to provide opportunities for candidates to demonstrate the application of the CSTP standards, Induction Program standards, and state-adopted content standards. A review of program documents indicated that over the course of the two-year induction program, the *CSTP Continuum of Teaching Practice* criteria are used by the candidates to self-assess their professional growth in their ability to support all students to meet content standards. The induction state survey, professional development evaluations, FACT support session evaluations, and a mid-year survey are used to regularly evaluate progress in the program components.

The induction program understands that a key component of the FACT system is the relationship between the participating teacher and support provider. The induction program leadership has a process for the selection of support providers. Review of support provider application revealed a range of program requirements including understanding of the CSTP and a commitment to professional growth and learning. Each application also includes a nomination from the site principal. The induction program leadership makes the final decision in the support provider selection and assignment processes to ensure participating teacher success. Participating teachers report via state survey data shows that the match between participating teachers and support providers is successful. During interviews, participating teachers who are currently enrolled and those who have completed the program overwhelming report that their support providers were the part of the induction experience that they found most valuable. The *BTSA Induction Handbook, 2010-2011* outlines a protocol for requesting a different support provider in the event it is needed. Requests for reassignment of participating teacher/support provider match ups are infrequent.

FACT provides experiences for candidates to demonstrate understanding of issues of diversity in the form of formative assessment activities, professional development sessions and workshops, and the assistance and guidance of support providers. The program aligns the FACT system to district needs based on multiple measures including student assessment data, district program improvement status and site needs. Based on this data, the program has revised appropriate FACT documents, e.g. focus student selection based on underrepresented student groups. Participating teachers report that their work in the FACT system helps them apply differentiation

strategies that they otherwise wouldn't have done. FACT provides a logically sequenced structure of actions to focus the candidate's growth on planning instructional experiences, assessing student learning, creating equitable and effective learning environments, and reflecting on professional growth. The FACT support sessions are scheduled to support candidate instructional needs during the year and enable candidates to meet the requirements of Induction Program Standards 5: Pedagogy and 6: Universal Access: Equity for all Students. Program completers state that their experience helped them fine-tune their craft and avoid complacency. Interviews with induction specialists identified that additional district professional development opportunities in Reading Apprenticeship, Conscience Classroom Management, Adaptive Schools, and Meta-cognitive Skills for Math and Science available to candidates as choice options to support the requirements of the action research portion of the inquiry.

Standard 8: District-Employed Supervisors

Not applicable to Tier II programs

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.

Findings

Participating teachers in the Hayward Unified School District Induction Program attend an orientation session where they begin to understand the requirements to earn their clear credential. During their two-year induction program they receive ongoing professional development and coaching from their support provider. Review of program documents and participating teacher portfolios, and interviews with program coordinator, support providers, advisory board and participating teachers reveal the program requirements to earn one's clear credential are readily available. Program requirements include, but are not limited to: participating fully in the FACT system; meeting regularly and working collaboratively with a support provider; and attending professional development as related to program standards and *Individual Induction Plan (IIP)*. The program coordinator and her team have a defined process for examining and monitoring participating teachers' application of the CSTP, BTSA Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. The process includes a review of participating teacher portfolios, examination of accountability logs, and observation of participating teachers.

Evidence of the participating teacher application as well as program involvement is compiled in a portfolio and reviewed formally at mid-year and end-of-year by selected support providers, induction specialists and the program coordinator. Documents reviewed and interviews with participating teachers and support providers indicated these were "effective tools to set goals and

plans together.” Once the program requirements are completed, the program director forwards the completed 41-Induction forms to the human resources department. The induction technician assists the participating teachers with the submission of the credential request. Only participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential through the human resources department.

General Education (MS/SS) Induction Program

Program Design

At the point of hire, the participating teacher meets with the credential technicians to determine eligibility for the program as evidenced by the participating teacher application. Requirements for participation and completion of Induction are delineated at the orientation as detailed in the agenda and presentation materials. During the orientation meeting, participating teachers and support providers receive a handbook that outlines the program requirements and includes a pacing guide for formative assessment activities. Additionally, as indicated on the orientation meeting agenda, each participating teacher and support provider signs a Memorandum of Understanding (MOU) that outlines their roles and responsibilities in the program.

The Induction coordinator reports to the Director of Standards, Assessment, Research, and Evaluation to identify curricular and instructional priorities for teachers; however, program level decisions are within the purview of the program coordinator. Historically, meetings between the program coordinator and the Director of Standards, Assessment, Research, and Evaluation have been scheduled as needed to identify curricular and instructional priorities for participating teachers. Currently, a plan is in place for the induction coordinator and the Director of Standards, Assessment, Research, and Evaluation to meet weekly so that information is “front-loaded” prior to advisory board meetings as well.

The induction program is part of the district’s curriculum department as indicated on the organizational chart. The program leadership team meets weekly to reflect on program components, share information and experiences and make decisions to revise for program needs. Each program team member is also a site liaison. The site liaison is responsible for a cohort of school sites within the district as detailed in the site liaison list. The site liaison’s responsibilities, as stated by the coordinator and indicated in triad meeting notes, include reviewing the participating teacher/support provider pair accountability logs, formative assessment documents, and participating teacher’s progress toward completion of program requirements. Site triad meetings are held with the participating teacher, support provider, and site liaison in order to provide ongoing and timely support. Participating teachers and support providers report that the triad meetings are “extremely helpful” venues in which written and verbal feedback regarding their formative assessment work is provided and “next steps” determined.

The program coordinator works collaboratively with the Director of Certificated Personnel in human resources to plan and implement a complete process for informing and supporting new teachers towards clearing their credential. As a result, there is a written protocol outlining the admissions process for informing candidates regarding their eligibility for the induction program. An advisory board member expressed that the admissions process is seamless as a result of the established protocol and ongoing communication between the coordinator and human resources personnel.

At the site level, participating teachers are encouraged to invite their support provider to meet with their site administrator to identify site goals and expectations. Site administrators report that frequent, formal and informal interactions with program participants occur. The coordinator, participating teachers and support providers also report instances of sharing induction philosophies, activities, and professional development needs with their site administrators.

Additionally, the unit director and program coordinator sends site administrators a “Friday Communications” email letter that highlights induction activities and information. Site administrators report that their communication with the coordinator and program staff has been largely informational and centered on next steps. Evidence indicated that little formal training regarding HUSD’s formative assessment system, teacher development, and professional development that addresses participants’ needs is occurring systematically.

A collaborative relationship has been established with nearby educational entities. HUSD induction specialists are also professional development specialists who have worked collaboratively with representatives from the college faculty and county office personnel. As a result of this collaboration, professional development offerings have been shared amongst these entities. Representatives from these IHE also sit on the advisory board as evidenced by the signed advisory board Roles and Responsibilities and advisory board meeting sign-in sheets. IHE/Advisory board members comment that such collaboration has informed both the IHE and HUSD induction program regarding candidate and participating teacher needs as related to the Teacher Performance Assessment and CSTP and that the program is “impeccable, amazing support” for new/beginning teachers.

Participating year one teachers complete a portfolio of evidence collected while focusing on CSTP 1 and 2. In the spring of Year one, the participating teacher begins the first of three inquiries that will be completed by the end of Year two, one each semester. Each inquiry has a particular focus addressing Induction Standard 6; Equity, ELL, and Special Populations. Participating teacher portfolios reveal that the inquiry focus is self selected based on their current context for teaching and initial self-assessments. During each inquiry the participating teacher must demonstrate application of site or district professional development in the research phase of the inquiry (the IIP action plan). Participating teacher completers state that their participation in the program and the activities utilized as part of the formative assessment process have resulted in “real collaboration” and that their lessons have “blossomed” as a result of their induction experience.

The participating teachers are assessed twice a year, once in January and once in May, on FACT documents and collected evidence submitted. A review team comprised of the program coordinator and the induction specialists convenes after each submission date to review submitted portfolio evidence. Participating teachers report that they receive a portfolio review cover sheet that provides them with written feedback on the submitted work and their progress toward completion at the triad meetings. At the end of year two, participating teachers attend a colloquium during which time they share learning from their inquiry experience with other second year participating teachers as detailed in the Colloquium presentation materials.

Course of Study

The formative assessment system utilized in the HUSD BTSA Induction program is FACT. As stated in the signed MOU and discussed at the BTSA Induction orientation, participating teachers are expected to meet with their support provider regularly and document the dates/topics for these meetings on the support provider/participating teacher accountability log. Accountability logs are submitted and monitored by the BTSA Induction site liaison. In addition, each support provider/participating teacher partnership meets biannually with their site liaison to assess the progress of the participating teacher and to address any issues. Site liaisons document the topics

and next steps determined at the triad meetings as detailed in the triad meeting notes. During weekly BTSA Induction team meetings observations from the triad meetings are shared and used to determine additional professional development/support for all participants. Program participants report that beyond the required triad meetings, the support provided by the site liaison is “invaluable” and that support is always available with “24 hour notice.”

As noted in the support provider MOU, all support providers are required to attend training. Training agendas and materials detail the content and format for this training including knowledge and skills in coaching based on Cognitive Coaching model and an overview of the FACT system. For continuing support providers, coaching strategies are reviewed and enhanced during the FACT support sessions they attend with their participating teachers. The FACT support sessions’ co-training model is a direct result of support provider feedback, as shown in their biennial report. Support providers report that they value this format for training since it allows them opportunities to receive both direct instruction as well as individualized attention.

In year one, each support provider/participating teacher pair attend a BTSA Induction orientation meeting where information on program requirements and an overview of the FACT system is provided as detailed in the orientation meeting agendas/materials. Participating teachers who are supported by site support providers also attend two afterschool support sessions during the school year; one in the fall to support the mini-inquiry and one in the spring to support their chosen inquiry focus. In year two, support provider/participating teacher pairs begin the year by attending an afterschool session to introduce the year two program where participating teachers select their next two after school sessions to support the particular inquiry focus chosen (e.g. Equity, Teaching English Learners, Teaching Special Populations). Participating teachers who are paired with site liaisons do not attend the after school support sessions due to the site liaison’s advanced knowledge of the program content and requirements and ability to deliver this information at the site level. These participating teachers report this as a “perk” for them.

There is a process in place for selecting site support providers which includes letters of recommendation, an interview, and verification of qualifications as outlined in the support provider application. Prospective support providers must complete the application process and are selected by the coordinator along with the induction team. Support providers report that they were recruited in multiple ways including site administrator recommendation, participating teacher requests, and direct contact with the program coordinator or an induction specialist. Support providers stated that they “enjoy being able to contribute to the development of new/beginning teachers” and that they felt they grew professionally as a result of supporting their participating teacher. Many participating teachers state that the support they are receiving from their support provider, particularly those who are assigned to induction specialists, is invaluable, and helps them move through the program step-by-step in a way that is “not forced.”

As indicated on the participating teacher/support provider match lists, the coordinator, with the assistance of the induction team, makes every effort to match site veteran teacher/support providers with each participating teacher based upon common grade/subject area. Site administrators report at they are apprised of the participating teacher/support provider assignments and report that the program staff (coordinator and/or site liaisons) provide this information in a timely manner. Retired teachers also serve as support providers for specialized content or grade level matches.

Candidate Competence

Participating teachers use the FACT system to collect evidence toward meeting the CSTP, the Induction Program Standards and the appropriate academic content standards. Participating teachers and support providers receive both written and verbal feedback from site liaisons during the triad meetings regarding their submitted portfolio work via the “criteria describing the submission of evidence” document. Evidence that is incomplete or does not meet standard must be resubmitted for another review referred to as the “second read.” Site liaisons report that during the current year, two portfolios were returned and subsequently resubmitted to meet required criteria. Participating teachers report that they were aware of the process for assessing completion and how their submitted evidence would be reviewed via their support provider, FACT support sessions, or from information presented in the handbook.

During the two-year induction program, candidate’s progress is monitored by the BTSA Induction site liaison through triad meetings, support provider/participating teacher accountability logs, review of participating teacher evidence submitted for each inquiry, and ongoing communication. At the end of the year one experience, participating teachers receive the induction transportability completion document that outlines work completed during year one. As needed, participating teachers are advised at the beginning of year two about their progress toward completion of the induction program requirements. Participating teachers are initially advised about the process for requesting a program extension through the HUSD Induction Participant Handbook provided at the orientation meeting. The program coordinator reports that on the rare occasion that a participating teacher does extend beyond the two year program, they are served by an induction team member who can provide more access, has scheduling flexibility, and additional expertise in order to more closely monitor the participating teacher’s extension progress.

Participating teachers who complete all program requirements are directed to the human resources department where, with the assistance of the credential technician, the 41-4 Application for Credential Authorizing Public School Service form is completed and the online recommendation processed.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, professional development providers, site administrators, and support providers, the team determined that all program standards are met with the exception of the following:

Program Standard 2 Collaboration and Communication is Met with Concerns specifically, *“Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers’ success and implementing effective steps to ameliorate or overcome challenging aspects of teachers’ work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.”*

Evidence reviewed and site administrator statements obtained through the interviews indicate that communication with the coordinator and program staff has been largely informational as opposed to training on the formative assessment system utilized in the program and that

dedicated professional development around supporting program participants is not occurring systematically.