

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

June 2014

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Sanger 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	Does not apply to Tier II credential programs <input type="checkbox"/>		
9) Assessment of Candidate Competence	X		

Program Standards

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

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

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

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

Institution: Sanger Unified School District

Dates of Visit: May 20-22, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The 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 were **Met**.

Program Standards

After discussion of findings and appropriate input by individual team members, the team considered whether the program standards were met, met with concerns, or not met. The CTC accreditation team found that all program standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, FACT portfolios, interviews with program leadership, district administrators, school site administrators, support providers, participating teachers, completers, and Leadership Team members. Due to the finding that all Common Standards were **Met**, and all program standards were **Met**, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Induction

Staff recommends that:

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

- Sanger Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Sanger 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:	Adora Fisher Cupertino Union School District
Common Standards Cluster:	Shana Smith San Bernardino City Unified School District
Induction Program Cluster:	Pat Pawlak Pomona Unified School District
Staff to the Visit	Bob Loux California Commission on Teacher Credentialing

Documents Reviewed

Program Assessment Feedback	PT Mid-Year/Year-End Survey
Biennial Report and Feedback	SP/PT Contact Log
BTSA Coordinator Job Description	PD Evaluations
Organizational Chart	New Teacher Letter
SP Application	BTSA Induction Orientation Agenda
SP MOU	New Teacher Handbook
FACT/Skill Building Training Agendas	Program Completion Checklist
SP Meeting Agendas	Database Transcripts
FACT User's Guide	SP Matching Letter
State Survey	Professional Development Log
Local Survey Results	BTSA Calendar of Events
IIP	Verification of Completion of BTSA Program
Agendas (Advisory Committee)	Form
FACT context for Teaching and Learning	Program Completion Checklist
Program Summary and Feedback	PD Log
Program Budget	Observation Reflection Record
Conversation Guide	Expectations for Documentation
Job Descriptions	Inquiry Documents
Training Calendar	Analysis of Student Work
Portfolio Expectations	Training Feedback
SP/PT Match	Training Materials
Lesson Plans	Equity Conversation Guide
	District MOUs

Interviews Conducted

	Common Standards Cluster	Induction Sampling Cluster	TOTAL
Candidates	49	49	98
Completers		13	13
Employers		16	16
Site Administrators	35		35
Program Coordinators	2		2
Support Providers	44	23	67
Credential Analysts and Staff	2		2
Advisory Board Members	7		7
Professional Development Providers	7		7
Totals	146	101	247

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

Sanger Unified School District is located in the Central Valley of California, midway between Sacramento and Los Angeles, in the heart of California’s farmland, with 18 school sites supporting over 11,000 students, from Pre-school to Adult School. Students who are English learners comprise 19% of the population at Sanger USD.

Sanger Unified has been studied as a “turnaround” district. The district was one of the lowest performing in the state 10 years ago but now draws attention from educators across the nation for its continuous improvement in students’ academic proficiency and in closing the achievement gap. This effort was led by Sanger’s 2011 National Superintendent of the Year, who has now handed the reins over to the current Superintendent. SUSD has 2 National Blue Ribbon Schools, 14 California Distinguished Schools, 4 WASC accredited Schools, 4 National Schools to Watch.

Education Unit

Sanger Unified School District operates a General Education Induction Program for Multiple Subject and Single Subject Credential holders.

**Table 1
Program Review Status**

	Number of program completers	Number of Candidates Enrolled)	Agency Reviewing Programs
General Education Induction (2010-11)	29	52	CTC
General Education Induction (2011-12)	32	52	CTC

The Visit

The visit began at 1:00 p.m. on Tuesday, May 20, 2014. The team members convened at the district office to review the questions they still had regarding the program and to discuss the interview schedule. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team identified additional information needed to confirm that the program was meeting standards. The following day the team continued to interview different constituencies and conducted a Mid-Visit Report at 10:30 Wednesday morning. Interviews of stakeholder groups continued Wednesday and concluded late in the afternoon. Final consensus was reached on all standards on Wednesday evening. The presentation of findings for program leadership and invited guests was held the morning of Thursday, May 22, 2014.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

<p>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.</p>
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The Sanger Unified School District's Induction program is founded on a research based vision and comprised of multiple resources, job embedded professional development and ongoing analysis, monitoring and support. The site visit confirmed that the program is aligned with the California adopted standards and curriculum frameworks as evidenced through FACT module completion, as well as district-wide initiatives focused on support for new teachers, sound instructional practices and ongoing professional development. Professional development providers described training provided through the New Teacher Institute, specific content area preparation, professional learning communities, site coaches and support providers.

Interviews with district and site administration indicate a shared understanding and value of ongoing mentoring and coaching, various forms of professional development and district wide collaboration that leads to best teaching practices and increased student achievement. The Superintendent specified, "Our Board wants our teachers to be supported, we will not release a teacher unless we can ensure that they have had every opportunity for professional development and have been offered support in areas of concern. We know that the Board of Trustees will ask us what we have done to support a teacher who is being released."

Site administrators are actively involved in decision-making and coordination of the program. Site administrators stated that they are responsible for identifying support providers and pairing them with participating teachers. Administrators are part of the process and with other stakeholders participate in multiple opportunities for anecdotal and qualitative feedback,

including meeting with school site staffs for ongoing discussions around program successes and needs. The Advisory Committee, consisting of site administrators, teachers, district administration and higher education representatives, meets four times a year to discuss survey and anecdotal data resulting in positive changes to the program. Site administrators all agreed that program leadership immediately responds to data that indicates a need for change. The Program Coordinator keeps site administrators abreast of program data results and analysis through email, site administrator monthly meetings and face-to-face conversations.

Upon admission to the program each participating teacher is provided with a program completion checklist that outlines program components and professional development requirements. The Induction program maintains a database, BTSA Information Management System (BIMS), documenting each teacher's individual participation in the program. The database includes completion and verification information for each FACT module.

Upon completion of the program each participating teacher participates in an exit interview. The Coordinator stated, "During this meeting I get most excited to see how much the participating teachers have grown at the end of two years as a result of their participation in our induction program". The Coordinator reviews documents and recommends the teacher for their Clear Credential at the Clear Credential Meeting.

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 Sanger Unified School District's Induction program implements Formative Assessment for California Teachers (FACT) to assess candidate competence. Data collected as part of FACT modules include observations, student work, lesson plans and recorded reflections. The program Coordinator works with the Support Providers to monitor completion and submission of FACT documents. The Coordinator also ensures that candidates receive timely feedback and support in improving their practice based on evidence collected and cited in their documentation. In addition to using participating teacher documentation, the program conducts a stakeholder mid-year and end-of-year survey, professional development evaluations, and ongoing anecdotal discussions and information gathering to evaluate and assess the needs of the program for continuous improvement purposes.

The Associate Superintendent, Program Coordinator, and Advisory Committee meet regularly to evaluate program operations and effectiveness. Data results are used to identify trends, program strengths and areas for improvement. Once identified, program changes are presented and discussed with stakeholders, and implemented by the Associate Superintendent and Program Coordinator. The Associate Superintendent indicated that he, the Advisory Committee, and the Program Coordinator provide "a continuous circle for data collection, data analysis and program improvement". The Advisory Committee, comprised of site administrators, teachers, the Coordinator, the Associate Superintendent, the HR Credential Analyst, and representation from Fresno County Office of Education, Fresno Pacific University, and National University confirmed that decisions are made using both qualitative and quantitative data. One committee

member stated, “Sanger is a data driven district”. Advisory members have diverse educational backgrounds and experiences and bring unique perspectives to the team. The members are knowledgeable about the State adopted standards and frameworks and student performance levels. The Advisory Committee members identified a process of reviewing data over the course of the year, identifying trends, strengths and weaknesses, and discussing necessary changes for continuous improvement. Advisory Committee members agree that they have tracked trends over the past several years, and stakeholders have indicated that changes to the program have increased relevance to new teachers and support providers, and have aligned the induction program with district initiatives, goals and objectives.

The Program Coordinator provides written formative feedback to participating teachers and Support Providers gathered from the portfolio review. If it appears that special assistance is needed for a participating teacher to meet induction program requirements, the Support Provider and Program Coordinator meet with the participating teacher to develop an Action Plan based on evidence from the portfolio review. The Program Coordinator monitors the Action Plan for implementation and completion and intervenes when necessary.

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.

During interviews with the Superintendent and Associate Superintendent, it was confirmed that their responsibilities are to provide the program with fiscal and human resources to ensure success. The Superintendent stated that the district will continue providing fiscal support to the program with dollars allocated specifically for induction. The Associate Superintendent stated that the program would be supported in the form of human resources for mentoring and coaching participating teachers, and substitutes to release teachers from classrooms for trainings and observations. The Associate Superintendent is also committed to ongoing conversations with site administrators, teachers and staff regarding identification of program needs. The Program Coordinator stated “I feel very supported, I don’t feel like I am doing this job in isolation and I am trusted to do what I need to do to run a good program”.

The Associate Superintendent develops the budget each year based on survey and anecdotal data indicating program needs, identified through a monitoring and evaluation process which includes input from all stakeholders. Review of the budget indicates that allocation of funds include provisions for personnel, support provider stipends, formative assessment materials, other materials and supplies, substitute teachers for release time, professional development books and materials, and the Sinclair Group surveys, data analysis and reports. The site visit team confirmed that adequate facilities are provided for the program by the district. Facilities include office space for program staff, equipment, database system development, conference and meeting rooms for professional development, and maintenance.

The Program Coordinator participates in the district’s Educational Services and Administrator Information Meetings (AIM) to collaborate and access existing district professional development options that pertain to program participants. The following are examples of professional development that are offered yearly by the district: English Language Arts Common Core State Standards Overview, Common Core State Standards Instructional Workshops, Bechtel Math, Common Core State Standards Math (6-12th), English Learner Training, Basal Alignment Project, Universal Design for Learning English Language Arts/English Language Learners Unit (Stanford Unit), Math Design Project, Literacy Design Collaborative, Secondary Math Unit Planning Project, Effective Instruction, Cohort Training, and Unit/Design Planning.

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.

The Sanger Unified School District Induction Program Coordinator is responsible for the implementation of the approved Induction Program. The LEA specifies in the job description the roles and responsibilities of the Induction Coordinator. Some of the responsibilities include:

- Coordination and implementation of the program
- Coordination and collaboration with site administrators on selection of Support Providers
- Maintenance of the budget
- Scheduling of meetings, seminars, and workshops
- Facilitating Advisory Committee meetings
- Fostering communication and collaboration with all program stakeholders
- Attending state sponsored Induction meetings

The Program Coordinator reports directly to and is evaluated by the Associate Superintendent.

Formative assessment training is provided to all Support Providers. Newly identified Support Providers receive two days of FACT training. All experienced Support Providers receive a FACT refresher at the beginning of the year. Support Provider network meetings are held for seasoned Support Providers to expand their skills. Support Provider interviews confirmed they received training around FACT modules, coaching skills, developing supportive relationships, and observation skills. Support Providers attend an orientation meeting at the beginning of the school year to review induction requirements and learn of any new program changes. Support Providers are matched with job-alike participating teachers as much as possible.

Selection criteria for professional development providers and support providers are consistent with the roles and responsibilities as specified in the Memorandum of Understanding. To be considered for selection, these teachers must have qualifications consistent with their specified area of support, and knowledge of the state-adopted academic content standards, curriculum frameworks, technology, English Learners and Special Populations. Support Providers indicated that their site administrators initially approached them because of their expertise in specific content areas, and that after agreeing to support new teachers a rigorous application process was required. This process included submission of a letter of recommendation, resume and other supporting documents requested by district leadership, as well as district level interviews.

Program leaders, support providers and all professional development providers are reflective of SUSD's diverse community. The program ensures that all induction program personnel are knowledgeable of cultural, ethnic, language/linguistic, cognitive, and gender diversity as documented on the signed Memorandum of Understanding. Sanger Unified adheres to federal and state nondiscriminatory hiring practices.

All professional development providers and support providers collaborate regularly with colleagues in order to improve teaching, candidate learning, and educator preparation. During interviews several Support Providers commented on the culture of professional learning communities that permeates the district, which provides opportunities for meaningful collaboration amongst all teachers with data driven conversations that drive instruction.

The program coordinator attends Cluster 3 Mid-Valley Institution of Higher Education Collaborative meetings. The Mid Valley Collaborative is a consortium comprised of Brandman University, Fresno State University, Fresno Pacific University, and University of Phoenix as well as local induction programs. The purpose of Mid Valley is to allow these entities the opportunity to collaborate to better address the needs of the local teaching community.

Every professional development offering conducted within Sanger Unified concludes with a written evaluation by the participants. The Induction Coordinator meets with Professional Development Providers to debrief after each presentation. Evaluations are read and discussed and suggestions are made for improving future presentations. Evaluations and summary results are kept on file in the Induction Program office or in the Curriculum and Instruction office. The program assesses the quality of services provided by support providers to participating teachers using the local mid-year and end-of-year surveys and the State Survey. Survey data is summarized and shared with support providers at the end of the school year.

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.

As part of the hiring process, the Human Resources Credential Analyst determines eligibility for the induction program based on Commission-adopted requirements. A list of eligible candidates is given to the Program Coordinator who sends an email to candidates with their assigned support provider's name and the date of the Induction Orientation Meeting. Candidates sign all

admission documents at the meeting (Eligibility and Responsibility, Induction Application, IOM topics, MOU). Documents reviewed on site (same as above) confirm that there is a well-defined admission criteria and procedure. The Program Coordinator stated that she is given the list of eligible candidates every two weeks which prompts her to start the admission process.

SUSD has recruitment and selection board policies that provide guidelines to ensure all candidates are sensitive to SUSD's diverse population, are effective communicators and have the academic skills to be an effective teacher within the district. The Superintendent stated that the process for admission includes multiple measures: an application process, a site administrator interview, Human Resources interviews, credential analysis and background screening. Documentation reviewed on site (Board Policy) confirms that the admission process encourages and supports applicants from diverse populations.

Employment decisions are based on interviews, observations and recommendations from previous employers. During the job interview, applicants may be asked to describe or demonstrate how they will perform the duties of the job. The Superintendent stated that SUSD is committed to hiring applicants who have appropriate experiences and characteristics, and that he trusts site administrators to hire teachers who would best fill the needs of their sites. Site administrators confirm that they determine the candidate's experiences and characteristics through their interview and hiring process.

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.

Support Providers are assigned to Participating Teachers, and meet with them on a weekly basis to advise them about their development. Candidates report that their Support Providers were readily available and offered them valuable advice. The Induction Coordinator is available to advise candidates during participating teacher meetings and professional development workshops. In addition, candidates stated that the program coordinator gave them timely feedback about their development through the online induction portfolio process. Documents reviewed at the site (progress reports, transcripts, BIMS, logs) confirmed that the coordinator and support providers are available to each candidate for advice and assistance.

Participating teachers and support providers receive Induction Progress Reports from the Coordinator. The Coordinator reviews portfolio documents as they are uploaded to BIMS and provides timely feedback to the participating teachers. Candidates report that they were given information about their attainment of program requirements on a regular basis. Documents reviewed at the site (BIMS, transcripts) confirm that information regarding the candidates' attainment of program requirements is accessible to all candidates and their support providers.

The Program Coordinator monitors Participating Teachers progress using the online portfolio system. If a Participating Teacher seems to be falling behind the pacing guide, the Coordinator e-mails the PT and SP to inquire about their progress. If it appears that special assistance is needed to meet induction standards required for completion in the timeframe allocated, the Support

Provider and Program Coordinator will meet with the Participating Teacher to develop an Action Plan. Candidates report that they received support and assistance from their Support Provider and program leadership. Documents reviewed at the site (BIMS, transcripts, logs) confirm that candidates receive regular updates and feedback about their progress.

Candidates upload completed documents (evidence) throughout their induction program for review and receive written feedback on their progress either through the online portfolio or through e-mail from the coordinator. When each module is due, according to the pacing guide, each candidate receives an Induction Progress Report. Candidates state that their documents are reviewed and they are provided feedback immediately. Support Providers report that they regularly use evidence from the FACT program to guide their advisement to the candidates. Documents reviewed at the site (BIMS, transcripts, logs) confirm that candidates receive regular updates and feedback about their progress.

Standard 7: Field Experience and Clinical Practice

Standard Met

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

Sanger’s two year Induction program allows candidates, with the assistance of their Support Provider, to engage in a variety of clinical or field experiences/activities that enable them to develop the skills to educate and support all students effectively. Candidates report that the sequence of activities they experienced contributed to their ability to educate and support all students effectively. Documents reviewed at the site (FACT pacing, BIMS, logs) confirm that there is a planned sequence of experiences for candidates. In addition, Support Providers and Advisory Board members report that they analyzed data and made program modifications based on that data.

Support Providers are selected by Site Administrators with the assistance of the Induction Coordinator. They are selected from the current staff of experienced teachers. Candidates for this position must a) have three years of teaching experience and effective interpersonal skills; b) be leaders in their schools; and c) be able to communicate well with other professionals. Participating Teachers report that their Support Providers were experienced and effective in supporting them. Site Administrators report that they collaborated with the Induction staff to hire and assign effective support providers. Documents reviewed at the site (Participating Teacher/Site Provider match list, Participating Teacher midyear survey) confirm that support providers are effective in supervising the candidates.

During both years of induction, using the Formative Assessment for California Teachers (FACT) Context for Teaching Module, participating teachers develop a profile of their students, school, district and community, in order to understand their learning context. Candidates report that the activities required by the formative assessment system provided them opportunities to understand and address issues of diversity and to develop research-based strategies for improving student

learning. Documents reviewed at the site (exit interview scores, PT midyear survey) confirm that the FACT modules helped candidates develop research-based strategies.

Standard 8: District-Employed Supervisors

Not Applicable

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

The FACT system is composed of four performance-based, job-embedded modules to support participating teachers as they develop their practice. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the *CSTPs* and the Induction Standards while incorporating the K-12 California Academic Content Standards for Students. Candidates report that the activities in the FACT system helped them develop knowledge and skills necessary to support all students. Documents reviewed at the site (exit interview rubrics/scores) confirm that candidates can demonstrate the knowledge and skills to effectively support students.

The Induction program maintains a database that includes information such as formative assessment progress, portfolio completion, seminar attendance, monthly logs, etc. Participating teachers, support providers, and site administrators receive the Participating Teacher Transcript to inform all parties of progress towards completion requirements. The Program Coordinator stated that all requirements are reviewed and must be met prior to scheduling the candidate's exit interview. Documents reviewed at the site (exit interview rubrics/scores) confirm that candidates have met the competency requirements.

Program Reports

General Education (MS/SS) Induction

Program Design

The Sanger Unified School District Induction program provides clear and appropriate allocation of authority and resources to support program implementation. The district designated the Associate Superintendent as the Induction Program Director, and a Program Coordinator to oversee the day-to-day operations of the Induction Program.

The Program Coordinator provides day-to-day leadership for the program. All stakeholder groups agreed that the coordinator communicates regularly and efficiently with them, providing information and support, as appropriate. The program has established an Induction Program Advisory Committee, composed of principals, support providers, university representatives, and

other district stakeholders. It meets at least twice a year and provides the program with a variety of perspectives on program data and issues, as evidenced by meeting agendas and PowerPoints. The Program Coordinator and Program Director use feedback from the Advisory Committee and data collected from other stakeholder groups to inform program modification decisions, (ie. reducing Participating Teacher self-assessments from four to three).

The Program Director, as explained by the Superintendent, participates in district-level Educational Services meetings, Leadership Team meetings, and Administrator Informational Meetings (AIM), insuring that Induction Program information is shared, that feedback is received, and that the district continues to serve the needs of its new teachers, including professional development.

The SUSD Induction Program has a strong working relationship with three university credentialing programs. Meeting agendas show that institutions of higher education and local Induction Programs articulation occurs during Advisory Committee meetings, Informal and Formal Cluster 3 meetings, and Mid Valley higher education meetings. At the Mid Valley meetings, institutions of higher education representatives share background knowledge and current information regarding credential requirements with local program personnel. Further collaboration with Fresno State University and Fresno Pacific University is accomplished through the establishment of the Sanger Teaching Cohort and student teaching arrangements.

The Program Coordinator, now housed within Human Resources, reported that she meets on an as-needed basis with other Human Resources staff. They identify teachers and inform them of their eligibility to participate in the Induction Program by e-mail, and invite them to attend an Induction Orientation meeting, which outlines the requirements to complete their professional clear credential, their responsibilities in the Induction program, and the professional development opportunities to meet those requirements. E-mail invitations and documents completed at the Orientation meeting are stored in each Participating Teacher's file.

Site administrators report that they attend a Sanger Induction Roles and Responsibilities workshop or refresher session, where they are oriented to their role in the program. Individual signed copies of the Roles and Responsibilities of Site Administrators are filed in the program office. Site Administrators also report satisfaction with the ongoing communication they receive from the program via Induction newsletters, telephone calls, e-mails, and progress reports – they felt totally “in-the-loop” and are a respected part of the program. One principal praised the progress reports, saying that the goal was for the teachers to be successful and retained, and that he appreciated the opportunity to encourage the teacher to keep up.

Sanger Unified Induction program incorporates a purposeful, logical sequenced structure of professional development through the Formative Assessment for California Teacher (FACT) process, designed to improve teaching practice using the following foundations: the California Standards for the Teaching Profession (CSTP), Induction Program Standards, and the K-12 Academic Content Standards for Students and California Frameworks. In collaboration with a support provider, participating teachers assess their practice against a set of specific criteria and then develop an Individual Induction Plan (IIP). The IIP includes professional growth goals and outlines specific strategies for achieving these goals, such as professional development workshops/seminars, university courses, professional articles, networking and/or observation of experienced teachers. The support provider and participating teacher collaboratively review the

IIP throughout the Inquiry process, monitoring and documenting the participating teachers' progress toward completion of the defined goals.

Participating teachers are assigned a Support Provider from their school and at their grade level or in their content area, whenever possible. Data show that 38 of 52 Participating Teacher/Support Provider assignments were matched both by site and content/grade, and all but 3 were matched by site. Interviewee comments were all positive regarding the matches. One Participating Teacher commented that she was matched “perfectly” with her Support Provider. Another said that he and his Support Provider were best friends now. Even Participating teachers without exact Support Provider matches explained how the collaboration was also working for them.

While there is no minimum number of professional development hours required for program completion, Participating Teachers have many opportunities to participate in a variety of activities throughout the year. Sanger Unified holds a New Teacher Institute before the start of school for both teachers new to the profession and teachers new to the district. In addition, Sanger Unified conducts a two-day Professional Development each year during Thanksgiving Week. Some of the sessions offered include English Learners Development Standards Overview, Literacy with Social Studies/ Technical Subjects, and Cooperative Learning. District-led professional development is focused on Common Core State Standards implementation, and every teacher participates in a minimum of two days of Common Core math and two days of Common Core English Language Arts. In addition, teachers can choose to participate in the basal alignment project, formative assessment lessons training, Effective Instruction, English Learners training, and/or Common Core assessment development. During interviews with Participating Teachers, they explained that there was so much professional development already provided and required by the district, especially since the advent of Common Core State Standards, that they did not feel that the program really needed to mandate a minimum. Participating Teachers keep a log of the professional development sessions they have attended each year, identifying the related CSTPs, and upload it to their electronic portfolios.

There have not been any major program modifications over the past two years, but implementation of some of the changes suggested in the 2013 Biennial Report was observed. The Program Coordinator has begun observing each of the Support Providers in a weekly meeting with their Participating Teachers, in order to give coaching/mentoring feedback and provide support. The Program Coordinator reports that her original plan to sit quietly and watch the interactions evolved into active participation in the meeting, as she realized that it could be a learning experience for her Support Providers to see her in a coaching role. Support Providers indicated that they not only appreciated the opportunity to watch and learn, but also appreciated her feedback on their own practice. Another change this year was the addition of a FACT refresher course for returning Support Providers, evidenced by the PowerPoint presentation and sign-in sheet.

Participating Teachers, Support Providers, and site administrators have multiple opportunities, both formal and informal, to provide input to the Program Coordinator, through state and local surveys, professional development evaluations, e-mail correspondence, telephone conversations, and personal contact. Respondents from all stakeholder groups commented on the ease of communication with program staff, particularly the Program Coordinator.

Course of Study

The Sanger Unified District Induction Program utilizes FACT as a means for providing each Participating Teacher with job-embedded professional development. It provides a structured series of critical thinking tasks engaged in by the Participating Teacher with the assistance and collaboration of a Support Provider. The main purpose of FACT modules is to deepen the Participating Teacher's understanding of the *California Standards for the Teaching Profession* (CSTP) as well as the K-12 Student Content Standards and performance level for students, and their application into daily practice. This is accomplished by focusing on the ongoing process of planning and teaching standards-based lessons, reflecting on the results of this teaching, and then making informed changes about instructional practices based on evidence. During the Initial Self-Assessment of Teaching Practice, Participating Teachers, with Support Provider guidance, identify strengths and areas for growth. The self-assessment is used in the development of Individual Induction Plans (IIP) outlining inquiries into their practice. Participating Teachers select three focus students (an English learner, Special Population student, and a third to round out the range) in order to inform the selection of differentiated instructional strategies to ensure equitable student achievement. Participating Teachers develop an action plan, implement that action plan, reflect on collected evidence and apply new learning to future practice. Year 1 Participating Teachers complete one inquiry and Year 2 Participating Teachers complete two inquiries. At the end of both Year 1 and Year 2, Participating Teachers reflect on and summarize the growth made during Induction. At the end of their second year, induction participants participate in an exit interview.

Participating Teachers are informed of the requirements of the program at the Orientation meeting in the fall. At this meeting, and at two Support Provider/Participating Teacher Network meetings each year, they receive training in the FACT modules and in the use of the program's on-line portfolio system (BIMS). BIMS provides an organized way for the Participating Teachers to collect and submit evidence of their induction activities. It also provides a way for Participating Teachers to monitor their own progress through the program. It provides a color-coded record so that Participating Teachers can easily see what is required, what has been submitted, what has been approved, and what needs to be revised. The Program Coordinator reads and responds to all uploads, identifying the status of each document. She provides written feedback for the documents needing revision. Participating Teachers enthusiastically commended her for the quick turnaround and helpful feedback they received.

Support Providers are experienced teachers who submit applications, letters of recommendation from their site administrator, and a current resume. Applications are reviewed by the Program Coordinator and Program Director, who make selection decisions. Support Providers receive training in the use of the instruments and process of Formative Assessment for California Teachers (FACT) during the mandatory FACT training days, two Support Provider network meetings, and two Support Provider collaboration meetings each year. In addition, the Support Provider collaboration meetings also address coaching skills.

Participating Teachers complete both local (mid-year and end-of-year) surveys and the State Survey. The results are used by the program leadership to identify areas of strength and areas of need related to support provider services. Support Providers reported that the Program Coordinator shares the survey results with them.

Monthly Support Provider Logs are monitored by the Program Coordinator to ensure that

support providers meet regularly with Participating Teachers, provide a variety of services, and complete FACT events according to the timeline. The Program Coordinator also monitors attendance of Support Providers at required meetings to ensure they continue to develop their mentoring skills.

The formative assessment data listed above are used by the program coordinator to retain only those Support Providers who are successfully meeting the Support Provider MOU requirements. This information is shared with site administrators, who report that they play a major role in Support Provider nomination and selection.

Assessment of Candidates

Candidates are assessed for program competencies through the use of the self-assessment, monthly logs, verification of completion forms, and the exit interviews.

Year 1 Participating Teachers complete the Initial Assessment of Teaching Practice, during which they consider their prior knowledge and skills from teacher preparation, their current context for teaching and the evidence gathered in a classroom observation by their trained Support Provider. Following the observation, the PT uses the Continuum of Teaching Practice to self-assess the level of practice for the California Standards for the Teaching Profession. The Participating Teacher also describes his/her practice on Induction Standards 5 and 6. These two self-assessment activities are also completed at the end of Years 1 & 2, and appear in each Participating Teacher's electronic portfolio.

Support Providers document the Participating Teacher's journey through the FACT modules on monthly logs and verification of completion forms. These are submitted to the program office and Participating Teachers who are not making appropriate progress through the program are sent a "Program Advice and Assistance Form", which identifies the items needing completion/submission. The Participating Teachers are invited to indicate on the form what kind of additional assistance is needed.

Online portfolio documents are checked as they are uploaded. Interviews with Participating Teachers and review of on-line portfolios revealed that portfolio documents are read within a few days of receipt, and timely feedback is given as to whether a document is acceptable or needs to be revised.

At the Orientation meeting, Participating Teachers are told that they will go through an exit interview at the end of their second year in the program. Interview questions relate to Induction Program Standards 5 and 6. Participating Teachers are given the questions and scoring rubric for the exit interview at a spring Support Provider/Participating Teacher Network meeting, and are informed that they need to score a minimum 2.5 on the rubric. Participating Teachers failing to meet the minimum score are required to return for another interview after meeting with the Program Coordinator. Program documentation for 2013-2014 shows that only one Participating Teacher had to do a second interview. Upon completion of the program, Participating Teachers meet with the Program Coordinator to apply for their clear credentials.

Findings on Standards

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