

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

April 2014

Overview of this Report

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

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

Common Standards	Met	Met with Concerns	Not Met
1. Educational Leadership		X	
2. Unit and Program Assessment and Evaluation	X		
3. Resources	X		
4. Faculty and Instructional Personnel	X		
5. Admission	X		
6. Advice and Assistance		X	
7. Field Experience and Clinical Practice	X		
8. District Employed Supervisors	Does not apply to Tier II credential programs		
9. Assessment of candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Induction	6	X		

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

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

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

Institution: Washington Unified School District

Dates of Visit: February 10-12, 2014

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with program leadership, district administrators (including the Superintendent, Assistant Superintendents, and Directors of the Induction Program, Special Education, ELD and Categorical Programs), school site administrators (including elementary and secondary sites), human resources personnel (including credentials analyst), local institution of higher education (IHE) partner representative, support providers, candidates, completers, and leadership team members; along with additional information requested from program leadership during the visit.

Concurrent with the Accreditation recommendation, the accreditation site team recommends that the COA accept the team's suggestion that WUSD respond to the concerns regarding institution and education unit vision and Early Completion Option in the next Biennial Report.

The accreditation site visit team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed each of eight Common Standards and determined whether the standard was "met", "not met", or "met with concerns". The site visit team found six out of eight applicable Common Standards are "**Met**". The remaining two Common Standards are "**Met with Concerns**".

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the Induction Program. Following discussion, the team considered whether the program standards were "met", "not met", or "met with concerns". The CTC accreditation team found that all program standards are "**Met**".

Overall Recommendation

The team completed a thorough review of program documents, program data, New Teacher Center Formative Assessment System (FAS) portfolios, interviews with program leadership, district administrators (including the Superintendent, Assistant Superintendents, and Directors of

the Induction Program, Special Education, ELD and Categorical Programs), school site administrators (representing elementary and secondary sites), human resources personnel (including a credentials analyst), a local IHE partner representative, support providers, candidates, completers, and leadership team members; along with additional information requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are “**Met**”—although two are “**Met with Concerns**”—and all Program Standards are “**Met**”, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

General Education (Multiple and Single Subject) Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Washington Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Washington 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.
- The COA accept the team's suggestion that the district report on the concerns regarding institution and education unit vision and Early Completion Option in the next Biennial Report.

Accreditation Team

Team Leader:

David Simmons
Ventura County Office of Education

Common Standards Cluster:

Mary Rees
Palmdale Elementary School District

Programs Cluster:

Suzanne Borgese
Placentia-Yorba Linda Unified School District

Staff to the Visit:

Karen Sacramento
Commission on Teacher Credentialing

Catherine Kearney
Commission on Teacher Credentialing

Documents Reviewed

Biennial Report Feedback Program Summary Common Standards Report Statewide Survey Results Advisement Documents District Organizational Chart Mid-year Survey Results Program Assessment Feedback Candidate Portfolios Support Provider Logs WUSD Strategic Priorities Inaugural WUSD Induction Leadership Team Meeting Agenda WUSD Administrative Team Meeting Agendas (2013/2014) Professional Development Content Binders	Informational Program Documents Early Completion Summary Cover Sheet Early Completion Option Application Professional Development Calendar FAS Documents Formative Assessment Database Program Meeting Agendas Individual Learning Plans WUSD BTSA Induction Virtual Website Intake Document Welcome Letter Faculty Vitae BTSA Induction Budget Memorandum of Understanding Orientation Meeting PowerPoint Slides Support Provider Training PowerPoint Email Correspondence
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Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	6	6	16	28
Completers	4	4		8
Site Administrators		5	5	10
Human Resources Personnel	1	2	1	4
Credential Analysts		1	1	2
Professional Development Providers	4	3	3	10
Institutional Administration	7	5	5	17
Program Director	1	1	1	3
Support Providers		5	5	10
IHE Partner		1		1
Totals	23	33	37	93

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

Background Information

The Washington Unified School District (WUSD) is located in West Sacramento, CA and includes 18 schools and 411 teachers that serve 7,494 students in grades TK through 12. There are one elementary school, six K-8 schools, one high school and a continuation high school which includes a variety of alternative education programs. In addition to a quality K-12 educational program, the district seeks to offer a variety of additional education opportunities to meet the needs of the student population including a preschool program, Children's Center, Latchkey program, English as a second language, bilingual education, special education, gifted and talented education, vocal and instrumental music, opportunity classes and independent study.

Sub Groups	Student Number (may be represented in more than 1 subgroup)
English Learners	1,553
Title III Eligible Immigrants	101
Gifted & Talented Education	872
Special Education	588
LEP (EL + Selected Re-designated Fluent English Proficiency)	2,317
Social- Economically Disadvantaged	5,085

West Sacramento covers a 23-square mile area in the eastern Yolo County along the west bank of the Sacramento River, opposite the city of Sacramento. The attendance area includes the communities of Bryte, Broderick, Southport and West Sacramento. While essentially residential in character, the city is an eclectic mixture of business, homes, heavy industry, port activity and open space. New projected developments include industrial parks, corporate offices and residences. WUSD is located adjacent to the Sacramento metropolitan area with many educational, cultural and recreational opportunities. The Sierra Nevada Mountains are one and one-half hours to the east, while the Pacific Ocean and the San Francisco Bay Area are one and one-half hours to the west. The small town atmosphere, geographic location and pleasant climate create a highly desirable environment in which to live and work.

Education Unit

The WUSD Induction Program, a single district program, became an approved induction program in 2007. As with many induction programs throughout the state, the induction program has experienced fluctuating participant numbers due to budget cuts. In the 2010-11 school year, the program had a total of twenty (20) candidates complete the program. In the 2011-12 school year, the program had a total of fifteen (15) candidates complete the program. In the 2012 school year the program had a total of 34 candidates complete the program and in the current 2013-14 school year, the program has 49 candidates and all Year 2 candidates are anticipated to complete. As per the governing board's strategic priorities, the district's goal is to "Recruit, Retain, Sustain [Personnel] for a Culture of High Expectations".

The WUSD BTSA Induction Program is a two year completion process, utilizing the FAS with the goal of candidates being recommended for a clear credential at completion. Within the process, candidates submit a completed portfolio each year to demonstrate competency for Program Standards 5 and 6. Year One focuses on Standard 5 and Year Two focuses on Standard 6. At the end of each year, a Colloquium is held to celebrate the accomplishments and for the candidates to provide a brief presentation on their learning outcomes over the course of the year.

Members of the WUSD Induction Program leadership include the newly appointed Director of Curriculum, Instruction, and Professional Learning, whose responsibilities include the General Education BTSA Induction Program. This Director’s assignment in this position began in January, 2014. The program is housed within the Educational Services Division.

Table 1
Program Review Status

Program Name	Number of Program completers (2011-12)	Number of Program completers (2012-13)	Number of candidates Enrolled or Admitted (13-14)	Agency Reviewing Programs
General Education (MS/SS) Induction Program	31	34	49	CTC

The Visit

The visit began at 10:30 AM on Monday, February 10, 2014. The team members convened at the hotel late Monday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. In the early afternoon, the team convened at the Washington Unified School District office where the team attended a program orientation, was given a tour of the facilities, and had full access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summary and identified additional information needed to confirm that the program was meeting standards. Interviews of stakeholder groups continued on Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, February 12, 2014.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

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

Evidence from documents and from interviews with program and institutional leadership indicate that the institution, Washington Unified School District, and its education unit, the Induction Program, articulate a vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks. However, the genesis of that vision is unclear. From the beginning of the 2013/2014 school year, the induction program operated for several months without a program director. The current director assumed responsibility on January 15, 2014. Program leadership identified the need for a formal leadership team which would better ensure the dissemination of the institutional vision and direct candidate performance, experiences, scholarship, service, collaboration, and unit accountability. On January 29th of this year, the institution reconstituted its leadership team composed of employer representatives, faculty, and program leadership. Eventually, this team will take on additional responsibilities for program governance and the determination of candidate competence. The institution plans to broaden the team's membership to include other stakeholders, including recent completers, a local IHE (Sacramento State University), and the certificated bargaining unit. Evidence from documents and from interviews with program and institutional leadership (including the superintendent, assistant superintendent, program director, and the chief business officer) indicate that unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of the programs and represents the interests of the program within the institution. Evidence from documents and from interviews with program leadership and human resources staff indicate that the education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Rationale:

The standard requires that "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." Although stakeholder groups substantiated that the program was implementing a research based vision, the site visitation team recommends that program leadership further refine the creation of the vision and apply a more uniform articulation of the vision across the induction program.

Standard 2: Unit and Program Assessment and Evaluation**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 completion 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

Document reviews and interviews with program staff and candidates indicate the Washington Unified School District Induction Program has an assessment system for ongoing program evaluation and improvement. Program leadership analyzes the data from statewide surveys, mentor/mentee meetings, mid-year survey, participating teacher portfolio reviews and Inquiry Action Plans. The program collects data through professional development feedback, collaborative assessment logs, Inquiry Action Plans, reflective logs and completion lists. Support providers report that participating teachers refine their Inquiry Action Plans through regular reflection on their teaching practice which leads to improvements in their teaching strategies.

Survey Data is analyzed throughout the year resulting in responding program modifications. The formal evaluation feedback from the state and informal feedback from support providers were used to make program design changes for the subsequent year. After interviews with support providers, it is apparent that changes were made for the process of candidate observations as well as their support provider advisement schedule. The program is progressing in its consistency of informing candidates about the credentialing process and completion requirements. This is evidenced by an increase in the number of candidates successfully completing program requirements within the two year process and a more effective method to collect evidence for their portfolios. Year 1 candidates report clarity of understanding of the program requirements. Data is reviewed by the leadership team which sets goals for program effectiveness and candidate competence in the Biennial Report.

The Biennial Report, interviews with support providers, and the review of portfolio documents demonstrate an ongoing and comprehensive data collection process related to candidate qualifications, proficiencies, competence, and program effectiveness. After comprehensive review, it is apparent that the commitment to a quality program, which is based upon the needs of candidates, is the focus of all stakeholders.

Standard 3: Resources**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.

Findings

Evidence from documents and from interviews with program and institutional leadership, including the superintendent, assistant superintendent, program director, and the chief business officer, indicate that 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. Specifically, Washington Unified School District Strategic Priorities include the charge to “Recruit, Retain, Sustain [Personnel] for a Culture of High Expectations”. Accordingly, WUSD maintains sufficient resources, including monetary, qualified personnel, and operational resources to support all aspects of the candidates’ induction experience. This experience includes formative assessment activities, professional development offerings, and support and assistance. Evidence indicates that resources and funds are equitably and consistently distributed to the program to ensure effective preparation of participants as identified in the Commission-approved Induction Standards.

Evidence from documents and interviews with program and institutional leadership indicate that sufficient resources are consistently allocated for effective operation of the induction program for coordination, admission, advisement, curriculum and professional development, instruction, support providers, and assessment management. Sufficient resources are allocated by WUSD to provide a qualified director who oversees operations, facilities and program management. WUSD Induction Program budget supports the following essential components: Qualified Personnel (e.g., Director of Curriculum, Instruction, and Professional Learning, support staff, professional development providers, support providers) and professional development (e.g., release time for candidates and support providers, BTSA Support Provider Training).

Evidence from documents and from interviews with program and institutional leadership indicate that sufficient information resources (e.g., flash drives containing a well-organized compilation of all program documents) and support staff are available to meet program and candidate needs. This includes admission guidelines, advice and assistance, curriculum and professional development, and guidance and support within the candidates’ current teaching assignment.

Evidence from documents and from interviews with program and institutional leadership indicate that the process that is inclusive of all programs is in place to determine resource needs. To that end, the Director of Curriculum, Instruction, and Professional Learning is responsible for program budgets and is to receive fiscal input from the newly reconstituted leadership team. The budget is prepared each February based on the best estimate of the number of teachers participating for the following year. The Director of Curriculum, Instruction, and Professional Learning works with the Assistant Superintendent of Educational Services to maximize the use of funding from multiple sources. Expenditures (e.g., training, hourly compensation, substitute days) are monitored by the Director of Curriculum, Instruction, and Professional Learning on a monthly basis and the budget is adjusted accordingly.

Standard 4: Faculty and Instructional Personnel**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

Evidence from documents and from interviews with human resources staff, faculty, and program leadership indicate that qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based experiences in the induction program. Specifically, the WUSD Induction Program provides qualified staff to deliver professional development, and support and assistance to candidates. The delivery of the WUSD Induction Program is overseen by an administrative member of the Educational Services Department i.e. the Director of Curriculum, Instruction, and Professional Learning. The director's responsibilities include the day-to-day operations of the program, collaboration with other district departments and personnel, supervision of support providers, and credentialing recommendations. Program faculty and personnel (including professional development providers and support providers) collaborate in the design and delivery of professional development and supervision of field-based experiences.

Evidence from documents and from interviews with program leadership, faculty, completers, and candidates indicate that 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. Accordingly, faculty are required to demonstrate an exemplary working knowledge of state-adopted academic content standards and frameworks, California Standards for the Teaching Profession (CSTP), content and grade-level pedagogy, developmental levels of learning, and accountability systems that drive the curriculum of public schools. Induction personnel demonstrate a strong understanding of formative assessment including the Inquiry Process as a means of developing one's practice to improve student learning and the Plan, Teach, Reflect, Apply (PTRA) cycle used to inform instruction. Potential support providers are identified by program leaders, and/or experienced support providers and then interviewed by program leaders. As per personnel documents, the criteria for selection are consistent with the support providers specified roles and responsibilities. Moreover, hiring processes, job descriptions and ongoing professional development provided by the program require that the faculty are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.

Evidence from documents and from interviews with program leadership, faculty, completers, and current candidates indicate that institutional leadership ensures that all program personnel are well-trained for their roles and provide regularly scheduled training in order to develop and refine skills and knowledge of the CSTP, coaching, and formative assessment as well as the specifics of FAS. Additionally, within each of the clearly defined roles and responsibilities are the accountability and evaluation components that lead to ongoing evaluation of the services provided. In order to facilitate program leadership and professional development, the Director of Curriculum, Instruction, and Professional Learning and other members of program leadership regularly participate in high quality professional development. In addition, they collaborate regularly and systematically with colleagues in P-12 settings and members of the broader educational community to improve teaching, candidate learning, and educator preparation. This collaboration will be expanded to include the college/university level when the representative of a local IHE (California State University, Sacramento) is added to the leadership team.

Evidence from documents and from interviews with program leadership, faculty, completers, and candidates indicate that the program only retains competent faculty and instructional personnel through the utilization of both formal and informal evaluation. Ongoing data is collected and analyzed throughout the year from program participants through surveys and feedback forms, regarding the quality of services provided. Completers and current candidates indicate that continuation of services as a support provider and changes to assignments are based on this feedback.

Evidence from training materials and from interviews with program leadership, faculty, completers, and candidates indicate that faculty members are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. As specified in Precondition 3, Washington Unified School District is an Equal Opportunity Employer and adheres to policies and procedures that are in place to ensure the hiring of highly qualified applicants, such that all personnel decisions are without consideration of differences due to gender, race or other constitutionally or legally prohibited considerations.

Standard 5: Admission

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

Within Washington Unified School District, the human resource specialist analyzes and determines the eligibility of candidates according to Commission adopted requirements. As evidenced through interviews with Induction Program and WUSD leadership, the program has created a collaborative structure that allows for the coordination of efforts with the induction program and human resources department. Information about the program is provided at a New

Hire Orientation Meeting where Induction Program paperwork is completed. The Induction Program Director verifies eligibility of each candidate and has the candidate sign a Letter of Commitment which details their exact credentialing requirements.

The induction program provides candidates with further information regarding induction requirements through the support provider. The WUSD Induction Handbook clearly outlines: the requirements for completing a clear credential; the role of the support provider; professional development requirements; and the purpose of program evaluation/accountability. Candidate interviews confirm that support providers and WUSD Induction Program Orientation provided clarity to program requirements.

The WUSD hiring process includes a focus on appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills and prior experiences. As an Equal Opportunity Employer, WUSD adheres to policies which ensure the hiring of qualified applicants and that all personnel decisions are made without consideration of differences due to gender, race, or other constitutionally or legally prohibited considerations.

Standard 6: Advice and Assistance

Met with Concerns

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 retain 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.
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Findings

The Induction Program Director works collaboratively with human resources personnel in identifying and advising candidates of credential completion and professional development requirements. The WUSD Handbook provides the candidate with the requirements for completing a clear credential, the role of the support provider, professional development and the information regarding advisement. Each participating teacher is assigned a support provider throughout his/her participation in the program. In interviews, candidates stated they were aware of program requirements and available resources for further information.

Candidates sign a Commitment Letter which outlines the program requirements and the required attendance at four forums which focus on providing support and assistance in program requirements, the formative assistance process, and an extension policy. Candidate interviews confirmed their support providers were able to answer their questions, lead them through the induction process and complete program requirements. Candidates report that forums provided access to additional support to complete program requirements. Support providers report that they are aware of the process to obtain additional assistance for their participating teachers, if needed, in order to complete the induction program.

FAS directs the candidates' work over the course of the two-year program. Candidates meet with their support providers on a weekly basis to participate in FAS activities, which include developing an Individual Learning Plan, Collaborative Assessment Logs (CAL) and candidate reflections which provide further evidence of the candidate receiving opportunities for support and advisement. Candidates report that the support, advice and assistance provided by support providers catered to their individual needs.

Each candidate has the responsibility to collect evidence of practice as outlined in FAS. Candidates compile a portfolio of their teaching assignment, FAS materials and other induction requirements to be reviewed by the leadership and support providers. A review of candidates' portfolios parallels the program requirements as evidenced by the WUSD Completion Checklist. Throughout induction, candidates who are not making progress towards completion of program requirements work with program leadership to develop an intervention plan that will lead them to a successful completion of the Induction Program. Interviews with candidates indicate that they were supported and were provided assistance in the documentation of their progress in the induction process. Support providers verified that meetings with candidates were designed to review evidence of application, discuss challenges and successes, coordinate resources for teacher needs, and determine profession growth goals. Support providers and candidates reported that portfolio evidence is reviewed as an ongoing collaboration and reflective conversations keep candidates informed of their progress in the induction process.

Rationale:

The standard requires that “Appropriate information is accessible to guide each candidate's attainment of all program requirements.” The site visitation team found no documentation of the candidates being informed of the Early Completion Option (ECO). Interviews with candidates indicate they were not informed of the ECO.

Standard 7: Field Experience and Clinical Practice

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.

Findings

Evidence from training materials and from interviews with program leadership, faculty, completers, and candidates indicate that the WUSD Induction Program and, as appropriate, its charter school partner, design, implement, and regularly evaluate a planned sequence of field-based experiences 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. Specifically, the program uses the FAS to deliver sequenced field experiences. FAS

provides job-embedded, context specific experiences for candidates. The program is designed to support each candidate in an ongoing manner over time to enhance his or her ability to transfer the theory learned in teacher preparation programs into actual effective application within the context of his or her individual teaching assignment.

Evidence from training materials and from interviews with program leadership, faculty, completers, and candidates indicate that the program collaborates with its institution and, as appropriate, its charter school partner regarding the criteria for selection of school sites and support. Accordingly, the WUSD Induction Program collaborates with site and district administration regarding the criteria for appropriate new teacher assignments, as well as the criteria and selection of support providers and support provider/candidate matches. As per candidate and completer interviews, support providers are selected and matched with candidates based on subject matter, grade level, and geographical area.

Evidence from documents and from interviews with program and institutional leadership indicate that field-based 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. Training materials and formative assessment documents, as well as candidate and completer interviews, describe opportunities to focus on providing knowledge and insight about the candidate's personal biases, issues of diversity, classroom climate, and how these affect student learning and access to knowledge.

Standard 8: District-Employed Supervisors

N/A

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.

Findings

Common Standard 8 does not apply to Tier II credential programs.

Standard 9: Assessment of Candidate Competence

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

Candidates in the Washington Unified School District Induction Program learn of the professional knowledge and skills they will need to demonstrate by signing a Letter of Commitment and attending a program orientation meeting. At this meeting they are informed of the specific requirements which must be completed in order to obtain recommendation for a clear

credential. Candidates also received a copy of the WUSD Induction Handbook which outlines the requirements.

Requirements that must be met include, but are not limited to: participating fully in the FAS system in order to strengthen candidates' teaching practice; meeting regularly and working collaboratively with their assigned mentor; participating in professional development as related to program standards and/or Individual Learning Plan; and having their support providers observe them throughout the year.

The WUSD Induction program utilizes FAS to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous Plan, Teach, Reflect, Apply cycle. This program utilizes multiple verification tools over the course of the two-year program to ensure that candidates' level of practice is assessed through multiple means.

The assessment of the participating teacher's knowledge, interest, and skills is an ongoing focus of work between them and their support providers, culminating in a completed body of evidence which demonstrates completion of the CTC and program requirements. Interviews with candidates reveal that evidence includes documented observations by their support providers, reflections on the increased knowledge gained through their Individual Learning Plan, analysis of student work, and case studies of specific focus students. This work is evidenced in the candidates' portfolio.

WUSD Induction Program has a process in place for examining and monitoring candidates' implementation, within their classrooms, of the CSTP, Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. Assessment of the effectiveness of this implementation includes: collaboration logs, support provider documented observations of candidates' classrooms and portfolios. Completed portfolios are reviewed for compliance by a team of trained support providers by utilizing the Completion Check List. The newly instituted leadership team plans to take a significant role in determining candidate competence by examining the portfolio. Completers and support providers report growth in candidate competence throughout the induction period as candidate concerns become fewer and their strengths increase.

Upon completion of all program requirements, the candidate is recommended to the CTC for a clear credential.

Program Standards

General Education Induction

Program Design

The Washington Unified School District (WUSD) Induction Program provides clear and appropriate allocation of authority and resources to support program implementation. The district has designated the Director of Curriculum, Instruction, and Professional Learning as the Induction Program Director with the authority to make program and credentialing decisions in consultation with the credential analyst. The director provides the day-to-day leadership and consistently collaborates with the Assistant Superintendent of Educational Services. Additionally, the district has assigned a Teacher on Special Assignment (TOSA) to assist in the operation and evaluation of the program. The District has designated a Leadership Team which includes stakeholders such as site administrators, TOSAs, support providers and the Director of Curriculum, Instruction and Professional Learning. The leadership team will review progress and evaluate the program in regard to improvement goals, program standards and licensure requirements. Additionally, the WUSD Induction Program collaborates with university teacher preparation programs through a network which meets quarterly and includes Induction Program representatives from the greater Sacramento area.

The WUSD Induction Program serves candidates who have received their preliminary credential and are pursuing a course of study in order to acquire a clear credential. The program provides candidates with opportunities to expand, enrich, and deepen their professional practice through collegial reflection and ongoing preparation. The program is a two-year sequenced inquiry-based formative assessment system built upon the CSTP. Candidates engage in action research, identifying areas of strength and growth that are directly related to their classroom context. Participating teachers measure their practice several times during the year in relationship to the CSTP. Support providers are trained in the FAS process and help guide the professional growth with the candidates.

Program evaluation data gathered on program effectiveness and candidate competency guide program modifications. Stakeholder group interviews corroborated that updates on program modifications are shared with constituent groups such as induction support providers and at participating teacher monthly meetings. Over the past several years, the program has gathered data related to portfolio completion and professional development in the areas of support providers training in mentoring and portfolio task pacing. Analysis of site administrator involvement has led the program focus to develop an action plan to strengthen communication and support.

Support providers, participating teachers, and site administrators provide program efficacy feedback through various channels of the program. Induction meetings, training evaluations, and local/state surveys serve as the information-sharing platforms. Site administrators provide feedback through informal discussion with the program director and participate in the state survey. Based upon this input, the program takes into consideration the needs of its candidates in order to provide a focused, organized, and accountable approach to improving program quality.

Stakeholder interviews revealed program responsiveness to their input. For example, changes suggested by support providers resulted in clarifications of FAS documents. Participating teachers expressed the need for additional classroom management strategies. The program readily provided participants opportunities to attend specific training and to receive classroom management resource materials. Interviewees expressed appreciation for the program's willingness to meet candidates identified needs and incorporate stakeholder feedback to improve program quality and effectiveness.

Course of Study

The WUSD Induction Program utilizes a combination of mentoring support, formative assessment, and professional development offerings to support the growth of participating teachers. The program's course of study guides the participating teacher through the process of assessing and improving his/her teaching practice based on the state-adopted academic content standards and state-adopted curriculum frameworks. Participating teachers are provided systematic fieldwork-embedded opportunities to demonstrate their growth through the FAS modules. At the beginning of enrollment, the induction director meets with participating teachers to explain the requirements of induction. At that time, the participants receive an electronic storage device containing FAS documentation, a sequenced completion timeline, along with other pertinent information related to completion. Participating teacher interviews revealed that they appreciated the leadership of the induction director and the TOSA and felt well-informed regarding requirements and timelines for completion. Site administrators indicated that the inquiry module aligns with the goals and objectives of their school site.

The WUSD Induction Program coordinates with a variety of District and local IHE resources to assist candidates to build upon the knowledge and skills learned in their teacher preparation program. District professional development opportunities include topics related to curriculum and framework, English learner (EL) strategies and vocabulary development, equity, special populations, direct instruction, and classroom management. PTs collect information about their teaching environment and student backgrounds. The information gathered guides classroom decision-making and identifies areas for professional growth. Participating teachers and program graduates shared that site, district, and IHE professional development resources support their work to meet student needs. Site administrators acknowledged the direct alignment of FAS modules with site goals to increase academic achievement in their EL population.

The WUSD Induction Program utilizes defined criteria to select and assign support providers to each participating teacher. Support providers are matched with candidates based on site, grade level, and subject area. The Director of Curriculum, Instruction and Professional Learning and TOSA provide regular training and feedback to support providers on program requirements and mentoring strategies. Support providers are given performance feedback twice a year. Participating teachers and program graduates shared that support providers provided relevant support, resources, and opportunities for growth in regard to their practice. Interviewees felt the most effective match was when support providers were located at participating teachers' sites or had similar teaching assignments.

Candidate Competence

The program has a well-established and fully delineated process to assess candidate competence. This was evidenced through multiple sources including the candidate's portfolio review, completion of key FAS documents, and portfolio completion, observation feedback from support providers. Candidates are informed and advised of progress towards program completion in an ongoing manner through participation in regularly scheduled induction meetings and informal and formal support provider and program leadership feedback as reported by participating teachers and program graduates.

At scheduled times in the year, participating teachers are required to submit fundamental components (e.g., Individual Learning Plans, unit plans, and lesson plans) of their formative assessment work. Feedback on the quality of reflection related to their practice is sent to the candidate and support provider so that collaboration and revisions are implemented when necessary. FAS portfolios are reviewed twice a year by a panel of trained educators, including the TOSA. Several times a year, the panel utilizes a completion list and support provider observation feedback to assess candidate competence related to formative assessment and classroom application of Standard 5: Pedagogy and Standard 6: Universal Access.

To show evidence of candidate growth and program completion, candidates participate in multiple culminating activities. As part of the mid-year and end-of-year portfolio review, participating teachers discuss their growth and plans for Next Steps. The FAS-based culminating reflection activity highlights their key learnings gained throughout the induction experience. The program colloquium provides an end-of-year experience in which candidates' growth as teachers and fulfillment of program requirements is shared.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, human resources personnel, credentials analyst, support providers, candidates, completers, and the local IHE partner, the team determined that all program standards are **MET** for the Washington Unified School District General Education (MS/SS) Induction Program.