

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Alhambra Unified School District
Professional Services Division**

**March 9, 2011
Overview of this Report**

Overview of This Report

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

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	NA		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple & Single Subject Clear	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: Alhambra Unified School District

Dates of Visit: March 7-9, 2011

**Accreditation Team
Recommendation:** Accreditation

Rationale:

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

Common Standards—

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards –

The consensus of the team is that all program standards are **Met**.

Overall Recommendation –

Due to the fact that all program standards and Common Standards are met, the team recommends an accreditation decision of **Accreditation**.

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

Initial/Teaching Credentials

Advanced/Service Credentials

General Education (MS and SS) Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Alhambra Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Alhambra 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: **Bob Miyamoto**
Ventura County Office of Education

Common Standards Cluster: **Sheila Ryskamp**
Dos Palos Oro Loma Joint USD

Programs Cluster: **Charlotte Aldrich**
Fremont Unified School District

Staff to the Visit **Teri Clark**
Commission Consultant

Documents Reviewed

Common Standards Narrative	Biennial Report Feedback
Program Narrative	FAS Documents
Candidate Portfolios	Mid-Year and BTSA State Survey
Biennial Report	Budget documents
Follow-up Survey Results	Schedule and Agendas for Professional Development
BTSA State Survey Report	Course evaluations for Professional Development
Program Assessment Feedback	Beginning Teacher Survey
BTSA Brochure	Advisement Documents
Advisory Meeting agendas and minutes	Induction Handbook
Support Provider Monthly Logs	Induction Progress Profiles

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	8	12	20
Completers	4	10	14
Employers-Site Administrators	4	4	8
Institutional Administration	7	3	10
Program Coordinators	1		1
Faculty/Instructional Personnel	2	7	9
Support Providers	6	6	12
Credential Analysts and Staff	1		1
Advisory Board Members	9	1	10
Totals			85

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

Alhambra Unified School District is a K-12 district in the Los Angeles area with 13 K-8 elementary schools, 3 comprehensive high schools, 1 alternative and 1 continuation school. The mission of the Alhambra Unified School District is to *ensure the educational success of all students by having a comprehensive educational program where students can learn and become productive members of a diverse society*. Alhambra Unified School District has 18,541 students of which over 6,200 are English learners. The district employs over 830 staff members including 724 FTE teachers.

Education Unit

The Alhambra Unified School District (AUSD) sponsors one educator preparation program. The Beginning Teacher Support and Assessment (BTSA) Induction Program has worked to develop a dynamic and authentic model of teacher support and assessment that meets the developmental needs of novice teachers and is guided by and supported through the New Teacher Center (NTC) Formative Assessment System (FAS).

Support Providers guide novices' professional development through the ongoing processes of self-assessment based on the *California Standards for the Teaching Profession (CSTPs)*, inquiry into practice, lesson planning based on content standards, analysis of student work, reflection, and professional goal setting. Lesson Planning tools (*Differentiating Instruction, Language Learners, Using Technology*) include ties to California's content standards and frameworks.

As recently as 2005-06 there were 134 induction participants in the AUSD BTSA Induction program and in the 2010-11 year there are 26 teachers in the program. The structure of the program has been modified over the past years with the reduction in numbers of participants and resources, but services are still being provided to the participating teachers.

Table 1
Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates (10-11)	Agency Reviewing Programs
General Education (MS & SS) Induction	22	26	CTC

The Visit

The site visit began on Monday, March 7 at 11:30 am and was completed on Wednesday, March 9, 2011. On Tuesday afternoon, a Mid-Visit report was shared with the program facilitator. On Tuesday evening, consensus was reached on all standard decisions and on an accreditation recommendation. The Exit Report was held at the district office at 1:30 pm on Wednesday, March 9, 2011. There were no unusual circumstances affecting this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

Stakeholders report that the Alhambra Unified School District Beginning Teacher Support and Assessment Induction (AUSD BTSA Induction) program's vision is all new teachers benefit greatly from carefully crafted support and assistance from veteran teachers and other professionals. In turn, students in classrooms where new teachers are supported, benefit through increased academic achievement, positive self esteem, a safe and healthy environment, consistent and reasonable management and a challenging, well rounded curriculum. Interviews with stakeholder groups including district and program leadership, Advisory Committee members, and site administrators confirm that the program creates and articulates an induction program dedicated to this vision. A review of program documents confirms that the AUSD aligns its induction program goals to the California Standards for the Teaching Profession (CSTPs), the state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks.

To ensure a connection with the district and program's vision, the AUSD BTSA Induction in collaboration and in concert with other district departments provides professional development for participating teachers and support providers aligned to program requirements and goals stated on the participating teachers' *Individual Learning Plan* (ILP). The program provides several opportunities for assessment and evaluation of candidates and the program through collection of formative assessment documents, formal and informal surveys, and participation in the accreditation process.

Interviews with professional development providers, support providers, and participating teachers reveal that through surveys, course feedback evaluations and feedback to the program facilitator, stakeholders have a voice in the ongoing organization of the program. Governance of the program is guided by the BTSA Advisory Committee, represented by district administration, the Alhambra Teachers Association, program participants and IHE faculty. A review of meeting minutes and interviews with committee members substantiate their involvement in providing input for program design, professional development and program improvement. Program completers shared that their suggestions and recommendations on surveys and course evaluations were listened to and implemented.

The Director of Categorical Programs, K-12, serves as the BTSA Induction Director supervising and maintaining the authority needed to represent the interest of the program including reviewing and revising the budget, participating in trainings, state meetings and professional development. Program leaders and site administrators emphasized that they work in concert to promote participating teacher success. Interviews with program leadership confirm that the AUSD BTSA Induction Program Facilitator has the authority for decisions within the Induction budget, and the responsibility for overall coordination of the program including the supervision of all BTSA staff, attending job related meetings, record keeping, assignment of support providers and candidate advisement.

The Alhambra BTSA Induction program maintains a comprehensive clear credential recommendation process that ensures that participating teachers have met all the induction standards and program requirements. A review of the program's Memorandum of Understanding, BTSA application and BTSA Induction Handbook, reveal participating teachers are informed of the requirements and process for credential recommendation. The District has outlined the complete process in "A New Teacher's Journey" chart. At the end of each year, the participating teacher meets with the program facilitator to review the Individual Progress Profile for completion. Interviews with program completers note the efficiency of the credential process. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential by the credential analyst in Human Resources. Once processed by the CTC, the Notification of Credential Issuance is sent to the BTSA Induction program facilitator and filed in the participating teacher's personnel file.

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.

Findings

Interviews with program leadership, Advisory Committee members and a review of documents indicate that the AUSD Induction has developed and implemented a comprehensive system of program assessment and improvement. Data collected from formal and informal surveys, professional development evaluations, Accountability Logs and participating teacher formative assessment documents are analyzed throughout the school year to identify program trends and strengths and areas for growth and improvement.

Data are regularly collected to assess candidate and program completer performance and program effectiveness. An informal fall survey is given to participating teachers to assess support provider collaboration, frequency of support, advice and assistance. A review of the Informal Program Data Survey Results table indicates that data on participating teacher and support providers are analyzed to inform program decision making. This information is collected by the

BTSA Induction program facilitator and shared with the support providers, the BTSA Advisory Committee and site administrators.

A review of the Biennial Reports and participating teacher formative assessment documents (portfolios) and interviews with program staff and Advisory Committee members reveal ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence and program effectiveness. New Teacher Center Formative Assessment System documents are reviewed by a committee of support providers and program staff to assess candidate proficiencies and competence. The BTSA Induction program facilitator collects and records participating teachers program requirements including the *Individual Learning Plan*, Mid Year Review, FAS tools including the Evidence of Application for Context, *Inquiry Action Plan*, and Evidence of Application for the *Inquiry Action Plan*. A review of the participating teacher's portfolio containing FAS tools and student work confirms that formative feedback is given to participating teachers.

Participating teachers complete and submit a Mid-Year Survey which is analyzed and used to inform the program the extent to which teachers feel supported and have needs met. The data highlight program strengths and areas for program improvement and modification. As funds permit, the surveys are given to an independent consultant for analysis and feedback. Administrators, support providers and Advisory Committee members confirm that they are informed of the results of the survey and involved in program decisions making.

Participating teachers confirm that they evaluate each professional development offering for both content and the effectiveness of the presenters as well as indicate what professional development they would find helpful in the future. It is evident that the specific topics for professional development offerings are based upon the identified needs and/or areas for growth identified through the evaluation.

A review of the state survey data indicates that participating teachers, support providers and administrators participate annually. The results of the survey are analyzed to determine patterns and trends while assessing program effectiveness and are included in the program's Biennial Report. All information gathered is reviewed by the program leadership and BTSA Advisory Committee.

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.

Findings

Interviews with the District Superintendent, Deputy Superintendent, Assistant Superintendents, and Directors of the Alhambra Unified School District validate the commitment and full support of the district for the goals of the BTSA Induction Program and to provide the necessary budget, qualified personnel, facilities and other resources to operate a comprehensive educator preparation program. The induction program shares the responsibilities in providing resources with other district programs and divisions including professional development providers, office space and room for meetings and professional development. A review of the budget reveals that personnel responsible for coordinating the program and support providers are multi-funded by various monies including BTSA Tier III funding, Peer Assistance and Review funds, district general funds, Title II, Economic Impact Aid/Limited English Proficient fund and various grants. A review of the budget also verifies that funds are allocated for clerical support for daily operation of the program and data collection.

BTSA and district funds are used to allocate resources in order to prepare candidates to effectively meet program requirements. Overall operation and monitoring of the program is ensured by the Education Services Director, Credential Analyst, and Program Facilitator. Resources are allocated to support the professional development needs of the participating teachers including New Teacher Center support materials for both support providers and participating teachers, release time for classroom observations and conferences.

Interviews with program leadership, professional development providers, support providers and a review of program documents reveal that the program information resources and personnel are available to meet program and candidate needs. New support providers receive training on the NTC formative assessment tools, mentoring skills, and specific content about special populations and English Learners. BTSA Professional Development Providers (PDP) share they have opportunities to enhance their knowledge by attending conferences and participation in BTSA Cluster events as funds allow. The BTSA Induction Office maintains a professional library which includes books and videos that are available to all participants.

The program has a collaborative process to define and determine resource needs. At the hub of the process is the BTSA Advisory Committee with membership from IHE representatives, Human Resources, Ed Services, BTSA leadership, SPs, PTs, the Alhambra Teachers Association and site administrators. Interviews conducted with member of the Advisory Committee and review of meeting agendas show that common resource needs are discussed and evaluated. The BTSA Induction Director is also part of the district Cabinet that meets regularly to discuss district wide issues including BTSA resource needs.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Support Providers, Instructional Specialists, and district retirees provide professional development for the AUSD induction program. They are selected by program leadership based on defined criteria that assure they are current in practice and offer expertise in relevant areas of professional development.

Instructional Specialists and retirees also serve as support providers. All support providers are trained by the New Teacher Center in the use of the Formative Assessment System and effective mentoring skills. They participate in monthly meetings for collaboration, calibration of practice, and peer assistance. Mid-Year Surveys and stakeholder interviews reflect that PTs feel support providers offer a high level of support. The State Survey and stakeholder interviews confirm that site administrators feel that site providers are highly effective in providing assistance and support to PTs.

Program leadership collaborates with P-12 colleagues and IHE partners through the Advisory Committee, district Cabinet meetings, and BTSA cluster and statewide meetings. Interviews with IHE partners and review of documentation support this collaboration.

The Program facilitator regularly monitors and evaluates the performance of support providers through PTs' Mid-Year Surveys, professional development evaluations, and conferences with PTs. Through interviews with stakeholders and document reviews, the program offers a clear process for recognizing excellence and retaining consistently effective professional development providers and support providers.

Standard 5: Admission**Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

AUSD Induction uses multiple measures to determine applicant eligibility for the induction program. All Induction candidates hold preliminary multiple subject or single subject teaching credentials, all are employed by the district or a partner, all have completed Beginning Teacher Surveys. The Beginning Teacher Survey, a district-developed form on NCR paper, provides the credential analyst and program leadership with information regarding the applicant's eligibility for Induction.

As described in the program narrative and verified through document analysis, the program assures candidate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences through each candidate's possession of a valid preliminary credential and the applicant screening process in the Beginning Teacher Survey.

Standard 6: Advice and Assistance**Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

The district's credential analyst advises newly hired teachers on credentialing issues and uses the Beginning Teacher Survey to collect information from the new teacher. The survey becomes part of the applicant's personnel file, and a copy is forwarded to the Induction program leadership. A BTSA Induction brochure provides information to the teacher about the program requirements.

The program facilitator verifies the applicants' eligibility for Induction. Sign-in sheets and agendas along with participating teacher interviews confirm candidates participate in the Introduction to Induction Seminar conducted by the program facilitator. Candidates receive the Induction handbook outlining the program requirements. The program facilitator schedules individual Advice and Assistance sessions with each candidate for further advisement regarding

expectations and requirements. The facilitator assigns support providers for each candidate within thirty days. Support providers are current practitioners in the district or recent retirees who have been selected based on defined criteria.

PT interviews indicate the seminar and individual Advice and Assistance sessions clearly define program requirements and that facilitators assign support providers with similar experience whenever possible. PTs interviewed believed that their support providers are good matches for their assignments. PTs indicate that support providers continue to keep them current on program requirements. Mid-Year Surveys completed by the PTs provide the program facilitator and support providers with verification of PT progress and identify additional needs. The facilitator contacts PTs individually to provide additional support as needed.

Site administrators report that they conduct site orientations for PTs and participate in Triad meetings with each PT and support provider. Site administrators advise PTs on resources available at the site and district to assist them with program requirements and individual professional development.

Portfolios are reviewed twice yearly by support providers and the program facilitator using established rubrics. Written feedback is shared with PTs. The program facilitator conducts additional Advice and Assistance sessions with each PT at the end of each year of induction. Program leadership maintains a BTSA Induction Progress Profile for each PT. The profile is shared with PTs at the individual sessions.

When PTs fail to make adequate progress toward completion, the program facilitator meets with the support provider and PT to develop a plan to get the PT on track for completion. The facilitator schedules a follow-up meeting with the PT to check for renewed progress. The facilitator monitors the PTs' continued progress closely through completion.

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.

Findings

The AUSD BTSA Induction program implements a planned sequence of experiences using the New Teacher Center Formative Assessment System. PTs demonstrate knowledge and skills through two inquiry cycles including self-reflection and self-assessment with the *California Standards for the Teaching Profession* on the *Continuum of Teaching Practice*. PTs develop lesson plans, analyze student work, and reflect on support provider observations during the

inquiry cycles. Interviews indicate that PTs believe this plan, teach, reflect, apply cycle helps to improve practice and assists them in supporting all students effectively.

Support providers are selected based on well-defined criteria by the program facilitator and Director of Categorical Programs, K-12. The program facilitator assigns support providers to closely match PT assignments whenever possible. Interviews and responses on the State Survey indicate PTs feel they are well-matched and very well supported by their support providers.

The program offers PTs additional professional development opportunities in areas such as English Language Development, Gifted and Talented Education, equity, and mediating conflicts. State Survey reports indicate PTs have improved practice in developing a repertoire of teaching practices, classroom management, ensuring access to the curriculum for all students, differentiating instruction, minimizing bias and using culturally responsive pedagogy, teaching content standards, teaching English learners and students with special needs, using assessment data to design instruction, and mediating conflicts.

Standard 8: District-Employed Supervisors

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.

Does not apply to Second Tier Credential Programs

Standard 9: Assessment of Candidate Competence

Standard Met

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

Findings

Using the New Teacher Center (NTC) Formative Assessment System (FAS), the teacher's developing practice is strengthened and assessed through the two-year process. Review of program documents and participating teacher portfolios, and interviews of all stakeholder groups; reveal the program requirements to earn one's clear credential. The requirements include participating fully in the FAS system, meeting weekly and collaboratively with a qualified support provider, and attending professional development as related to the program and *Individual Learning Plan* (ILP). Program leadership has a clearly defined process for examining and monitoring teacher's application of the California Standards for the Teaching Profession (CSTP), Induction Standard 5: Pedagogy and Standard 6: Universal Access: Equity for All Students. The process includes review of participating teacher portfolios at specified times during the two-year process, examination of Evidence of Application documents also at specified times, observation of participating teachers' implementation of state-adopted frameworks, and

curriculum materials during the FAS process, review of *Professional Development Reflection Logs* and/or *Collaborative Assessment Logs* as measured against a rubric for reflection; and a final exit interview with the program facilitator.

Interviews with program completers and year two candidates confirm that over the two years, an assessment system is in place that includes self-assessment on the *Continuum of Teacher Practice*, weekly feedback from support providers, reflection on the *Collaborative Assessment Log (CAL)*, and final exit interviews. Written feedback is given to participating teachers during the mid-year and end-of-year Evidence of Application reviews, and specifically, on the *Inquiry Action Plan*. To ensure progress toward successful program completion, the BTSA Induction program Facilitator maintains a Required Documents database of required “checkpoints” which provide evidence of the participating teacher meeting the Program Induction Standards. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential through the HR department.

General Education (Multiple and Single Subject) Induction

Findings on Standards

Program Design

In addition to the New Teacher Center Formative Assessment System, the Alhambra Unified School District BTSA Induction Program provides individual support from qualified support providers, district and site level administrators, and professional development opportunities. Interviews with participating teachers and support providers verify participating teachers put into practice the learning from their preliminary preparation program supported by the *NTC Formative Assessment Cycle* of inquiry. Throughout the process they self-assess, develop best teaching practices, and reflect upon those practices through the lens of student learning. Application of the state adopted academic content standards and performance levels for all students is demonstrated by the participating teachers as they create a supportive environment for student learning, support equity and diversity, and use technology to advance student learning. Interviews with participating teachers and support providers corroborate that the reflective practices implemented within the FAS process cement best teaching practices and make the participants better teachers. Site Administrators state that “teachers leave the BTSA Induction program often as instructional leaders filled with enthusiasm and collegiality.”

Through continuous communication and regular collaboration with partner school district personnel participating teachers report that induction has given them the ability to apply pedagogical theory and allows them to recognize best practices in their delivery. One teacher stated, “The assessment procedures I learned from the district at my site were reinforced when I went over student assessment results with my support provider.” District leaders indicate that a strong climate of collaboration exists in building a professional educational community of learners within the formative assessment process. Over recent years the funding has decreased but stakeholders concur that “services to students and teachers are still of the highest priority.”

Course of Study

Program leadership selects classroom teachers and retirees to serve as support providers, based on teaching experience, communication skills, and a demonstrated willingness and ability to mentor or help other teachers. All support providers attend a half-day orientation at the start of school followed by on-going training over the course of two years. Support providers receive additional professional development through monthly seminars focusing on *Foundations in Instructional Mentoring*, *Inquiry into Practice*, *Mentoring for English Learner Success*, *Mentoring for Special Populations Success* and *Mentoring for Equity*. A formal state survey and additional informal program surveys inform program leadership regarding the effectiveness of support providers in their work with participating teachers.

The FAS system is designed to support and inform participating teachers about their professional practice in the context of an on-going, collaborative partnership with a trained support provider. The NTC FAS is an inquiry-based system that is characterized by a plan, teach, reflect, and apply cycle. The formative assessment processes that occur over the course of each year help participating teachers examine and assess their classroom practice as related to the *CSTP*, K-12 academic content standards, and the Induction Standards. Interviews with participating teachers confirm that they compare and reflect on their practice using the *Continuum of Teacher Practice*

(CTP), a set of professional standards used to measure growth. Reviews of the participating teachers' *Individual Learning Plans (ILP)* contain a growth goal that guides the participating teacher and support provider in preparing a plan for professional learning. The ILP informs the direction for professional development in at least two areas of focus. Year One PTs focus on pedagogy and teaching English Learners. Year Two PTs focus on pedagogy, equity and teaching special populations. The effectiveness of the relationship between classroom application and formative assessment is verified in Evidence of Application documents.

Professional development for participating teachers is ongoing, differentiated, and responsive to participant needs. The depth of coursework throughout the formative assessment process is verified through examination of documentary evidence such as *Collaborative Assessment Logs*, *Analysis of Student Work*, *Self-Assessment Summary*, *Inquiry Action Plan*, *Mid-Year Review*, observation data, and the FAS set of tools contained in participating teachers' portfolios.

Candidate Competence

Candidate completion is tracked using the Required Documents database. Candidate competence is measured through the formative assessment process and the components for self-reflection throughout the two-year induction process. Participating teachers are provided written formative feedback by their support providers and induction staff at mid-year and end-of-year reviews. Evidence of Application is reviewed on a regular basis.

Interviews with PTs and SPs provide evidence that PTs are knowledgeable of their areas of strength and growth. Within the formative assessment process, participating teachers demonstrate knowledge of student growth and development by creating lesson plans with appropriate accommodations and modifications to support students' needs. Review of program documents and participating teachers' portfolios of experience verify that self assessment is documented throughout FAS and on the *CTP*. Interviews with PTs and SPs confirm quality teaching and student learning are paramount in fulfilling the goals of each individual teacher and are aligned with the district vision of quality education.

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, support providers, candidates, completers, Professional Development Providers, and Advisory Board members, the team determined that all program standards are fully **Met** for the Alhambra Unified School District BTSA Induction Program.