

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Modesto City Schools  
April 2011**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Modesto City Schools Induction Program. The report of the team presents the findings based upon reading the Site Visit Documentation 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		
9) Assessment of Candidate Competence	X		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	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 Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

**Institution:** Modesto City Schools' Induction Program

**Dates of Visit:** May 2 – 4, 2011

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

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

Common Standards

The entire team reviewed each of the eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) Notebooks, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, teachers' association representation, Institutes of Higher Education representatives, support providers, candidates, completers, and Advisory Board members. Due to the finding that all Common Standards are **Met**, 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 Credentials:**  
General Education (Multiple/Single Subject) Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Modesto City Schools be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Modesto City Schools 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:** **Darby Williams**  
Sacramento County Office of Education

**Common Standards Cluster:** **Gary Gramenz**  
Fresno Pacific University

**Advanced/Services Programs Cluster:** **Jodi Schwartzfarb**  
New Haven Unified School District

**Staff to the Visit** **Rebecca Parker**  
Commission on Teacher Credentialing

### **Documents Reviewed**

Advisement Documents	SP Selection Criteria, Applications & Nominations
Communication Documents	Program Summary
Candidate Portfolios	Program Budget Reports
Formative Assessment (FACT) Documents	Binder Review Checklists
Participating Teacher Handbook	Completion Document
Program Assessment Feedback	Program Calendar
Biennial Report Feedback	

## Interviews Conducted

Candidates	<b>13</b>
Completers	<b>6</b>
Employers	<b>4</b>
Site Administrators	<b>12</b>
Program Coordinators	<b>1</b>
Faculty/Professional Development Providers	<b>1</b>
Field Supervisors–Support Providers	<b>6</b>
Advisory/Leadership Team	<b>4</b>
Credential Analysts and Staff	<b>1</b>
<b>TOTAL</b>	<b>51</b>

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

### **Background information**

The Modesto City Schools (MCS) Induction program is a single district program approved in 2003 to provide opportunities for Multiple and Single Subject candidates to clear credentials. The district is composed of an elementary district (K-8) and a high school district (9-12) with a common board of education and administration. It is the second largest employer in Stanislaus County with 1,900 certificated and 1,400 classified employees. The current superintendent is retiring in June. The new superintendent is a former support provider for the induction program and is very supportive of the program.

Located 68 miles from Sacramento in Stanislaus County, Modesto is the home of approximately 211,000 residents. Stanislaus ranks sixth among all California counties in farm production, which includes milk, almonds, chickens, cattle and walnuts. The school district serves 30,000 students in twenty-three elementary, four middle and eight high schools. Twenty-five percent of the MCS students are English learners (91% Hispanic). Sixty eight percent of K-12 students are eligible for free (61%) and reduced (7%) lunch. Both Modesto City Elementary and Modesto City High School Districts are in the third year of Program Improvement.

The 2010-11 budget is \$226 million. The district has cut approximately \$25 million from the budget over the last two years. Approximately 500 certificated employees received March 15 notices in 2010 and about 30 notices were not rescinded.

**Education Unit**

The goal of the MCS Induction Program is to improve the educational experience and academic performance of students through quality professional development and assistance for beginning teachers. The program had a total of 42 candidates complete the program in 2009-2010. During 2010-2011, the program is serving 25 candidates (one Early Completion Option teacher). The program includes six support providers. Members of the program leadership include the Deputy Superintendent, Chief Human Resources Official, the Director of Human Resources, and the Induction Coordinator. The program is housed within the Human Resources Department.

**Table 1**  
**Program Review Status**

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
Induction	42	25	CTC

**The Visit**

The team of four, including three team members and the state consultant arrived in Modesto for the Modesto City Schools Induction Accreditation Site Visit on May 2, 2011 and concluded the visit on May 4, 2011. The team members convened at the hotel on Monday afternoon for the initial meeting. All of the interviews and documenting evidence took place at the Modesto City Schools' District Offices.

## Standard 1: Educational Leadership

Met

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

The Induction Program is situated in the Modesto City Schools Human Resources Department (HR). HR functions as the “unit,” providing administrative oversight for the Program. The leadership in the HR Department works with the Induction Program Coordinator developing the vision for the program.

The current vision for the program is based on the Modesto City School 2008-11 Strategic Plan titled *A Diploma in Every Hand*. Senior managers (Superintendent, Deputy and Associate Superintendents, and Directors) developed this vision in conversation with various constituent groups located within the District. The vision is comprised of *The Five Essentials*, *Vital Signs of Student Progress*, and *a Shared Vision and Shared Values (Modesto City School Action Plan)*. Care was given to align the vision with research regarding those best practices that would create a context in which students could achieve and persist.

The program uses the District’s Strategic Plan in concert with the California adopted standards and curriculum frameworks to inform and guide its practice. One of the *Five Essentials* contained in the Vision is “Strong Relationships” – a statement of value that the Visiting Team heard repeated often in interviews with support providers and others. The practice of the program is clearly outlined both in the intent (i.e. “improve the educational experience”) and the intended outcomes (i.e. “retain quality teachers”) of the program.

The Induction Coordinator is charged with administering the program. He is assisted by the Leadership team – a group of support providers and a union representative – who inform program delivery. An interview with the Leadership team confirmed that the team meets to discuss modifications to the program, pacing, potential problems, and other issues related to the program operations. The Leadership team is involved in “policy interpretation” but not in other elements of governance.

Currently, there is no group comprised of administrators, instructional personnel and outside “stakeholders” to assist in the governance and policy decisions related to the induction program. The Coordinator states that it is his intention this coming year to address this issue.

Interviews with the HR Director and the Program Coordinator confirmed that the Coordinator has the authority to direct the program and that it is through the Coordinator that budget requests

are made and challenges are communicated to senior administration. The Coordinator and the HR director meet to create the budget, discuss resource requirements, and address operational challenges. Interviews with the Program Coordinator and the Credential Analysts provided a clear picture of how the program oversees the credentialing process to ensure that only candidates who have completed the Induction program are recommended and how credential recommendations are made to the CTC.

**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 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 unit has multiple assessment instruments to assess and evaluate the effectiveness of the program. As indicated in the Biennial Report, there are a number of instruments that are used for the collection of data: *Beginning of the Year Questionnaires, Mid-Year Surveys, End of the Year FACT Scoring Rubrics, State Survey, and MCS-BTSA Program Completer Survey*. These data sources comprise the primary evidentiary ground for the evaluation of program effectiveness and are analyzed and reported to the Director of Human Resources so that he and the Program coordinator can identify problem areas and identify possible solutions.

There are several constituent groups that inform the Coordinator regarding program effectiveness. The support providers, through the Leadership Team, provide information regarding the strengths and challenges of the program. The site administrators also contribute to the Coordinator’s understanding of program effectiveness through participation in the BTSA Site Administrator Survey. Additionally, site administrators report informally and periodically to the Coordinator, providing valuable information and insight.

The candidate Portfolio is a primary tool used for evaluating candidate competence. The Portfolio is a compilation of the activities that form the substance of the BTSA program and contains multiple measure of candidate effectiveness. The Portfolio provides opportunities to the candidate to be a “reflective learner” and to note growth relative to the *California Standards for the Teaching Profession*. Additionally, the Coordinator uses the Portfolios, in a more informal way and in conjunction with those instruments listed above, to evaluate program effectiveness.

**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.

The Common Standards narrative and a review of on site documentation confirm that the unit provides adequate personnel support (Director, Coordinator, secretarial etc.) and facilities (office space, furniture, etc.). In follow-up conversations with the Coordinator and district leadership, and a review of the budget indicate that the program has sufficient resources to maintain a quality program that fulfills the responsibilities under the Standards.

The Coordinator states that although resources have been reduced, the quality of the program remains unaffected and the program continues to meet its requirements.

Interviews with candidates indicate that a networking system (Sharepoint®) is available at the schools to facilitate communication and to provide access to program documents. A review of documentation, Biennial Reports, and interviews provided evidence that data is collected, organized, and shared through this program to meet program and candidate needs.

The Program Coordinator meets with the HR Director to discuss, plan, and submit an annual budget proposal. Both the Coordinator and Director report, through interviews, that this process is sufficient to determine the resource needs of the program.



**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.

The program has created a system to recruit and select qualified faculty to work in the Induction program. Modesto City Schools, in cooperation with Modesto Teachers Association, developed a job description, which outlines the minimum qualification for support providers. Teachers interested in participating as a support provider submit an application and are screened and interviewed by the selection committee (Coordinator, five bargaining unit members, and the HR director). A score sheet is used, (mentoring background, special skills, etc.) to evaluate candidate quality. After the interview scores are reviewed, candidates with “promise” are put on the “eligibility list.” The Coordinator uses information from candidates to provide an optimum match with a support provider.

If there are issues with a support provider – as evidenced through candidate surveys, review of candidate portfolios, conversations, etc. – the Coordinator offers the SP an opportunity to improve their performance through a remediation process. Failure to improve performance results in termination of their role in the program.

Professional development for support providers consists of monthly meetings with the Coordinator where topics related to the program are discussed and new information is disseminated. Additionally, support providers attend Formative Assessment meetings with candidates. Evaluation of SP effectiveness occurs through a combination of a review of SP performance by the candidate and an evaluation of patterns in candidate Portfolios.

The ethnic makeup of the support provider team roughly reflects that of the teachers in the District, but not that of the surrounding population. Of the eight providers, one member is a person of color (12.5%), whereas approximately 17% of the teaching faculty is from an underrepresented group. Currently, there is no mechanism to create a more diverse SP group.

The Program Coordinator is in dialogue with local IHEs through North Valley Collaborative, BTSA Directors, and representative of the IHE feeder schools (i.e. Brandman University, CSUS, and National University). The Collaborative exists to bridge the experience of candidates from teacher preparation to induction.

**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.

The Modesto City Schools Induction Program collaborates with the Human Resources credentials analyst to ensure eligibility and placement of candidates into the program. The Human Resources credential analysts send all new hire intake forms to the Coordinator who then screens each teacher for eligibility based on the latest eligibility criteria from the CTC for placement into the Induction Program (holding a preliminary multiple or single subject credential). Candidates are required to sign the *New Teacher Intake Form* to ensure that they are informed about induction as the path to a clear credential.

As stated in board policy, Modesto City Schools has adopted non-discriminatory hiring practices for all employees, whether certificated or classified. As stated in interviews with the Human Resource Director and credential analyst, new hires from underrepresented groups are actively recruited. During the interview process, potential teaching candidates are asked a variety of questions, which address their experience and willingness to work with underserved and diverse populations.

Induction candidates all possess a preliminary teaching credential upon beginning the Induction program.

## Standard 6: Advice and Assistance

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 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.

According to interviews and document reviews, Human Resources personnel (credential analysts) ensure that all new hires complete an intake form, which is forwarded to the Induction Program. The Coordinator reviews each credential on the CTC website and invites each new eligible hire to an Induction orientation. Several orientations are provided at the beginning of the year at which time the Induction program is introduced. Eligible candidates sign an *Induction Responsibilities of the Participating Teacher* form to ensure that they have been notified of responsibilities for completing the induction program. They also complete a survey to determine their needs prior to being matched with a support provider.

A review of candidate portfolios confirms that candidates and support providers receive a *Participating Teacher Handbook*, which details specific program requirements. To guide the candidates' attainment of all program requirements, the Induction Coordinator provides participants with scheduling options for attending the mandatory orientation and the *Formative Assessment for California Teachers (FACT)* support meetings. A record of completion activities is tracked through a Sharepoint® networking system that provides downloadable forms, meeting logs, and other resources. Induction candidates can monitor their progress through this site. In the *Participating Teacher Handbook*, each candidate is advised of the *Early Completion Option*, including eligibility requirements/criteria and the timeline for completion. Candidates, support providers and site administrators report that advice and assistance beyond what is covered within the existing program design is available at any time.

Candidates are provided individual assistance through formative assessment meetings designed around the modules within FACT. State Survey Data from participating teachers and support providers indicate that they meet on a regular basis. Throughout the program, support providers give candidates ongoing assistance in meeting the requirements of the program.

At the end of the program, the induction candidate submits a portfolio to be reviewed by the Coordinator. If the portfolio is approved, the candidate receives a signed *Completion Document*. The candidate then meets with a credential analyst to apply for a clear credential. Interviews with stakeholders confirm that incomplete portfolios are returned to the candidate for revision and resubmission. Assistance for completing these portfolios is individualized based on the issues that surface.

## 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.

The Modesto City Schools Induction Program uses the *Formative Assessment for California Teachers (FACT)* system, which provides a comprehensive approach for candidates to demonstrate application of the knowledge they acquired in their preliminary credential program. The FACT system contains performance-based, job-embedded modules to support candidates as they move their practice forward. Through evidence collection and ongoing self-assessment, each module is designed to focus on the *California Standards for the Teaching Profession* and the *Induction Standards* while incorporating the *K–12 California Academic Content Standards for Students*.

A review of portfolios and interviews with candidates confirm that candidates engage in the plan, teach, reflect, and apply cycle through focused, job-embedded activities designed to help them understand classroom context, assess teaching, create an inquiry of practice, and reflect upon their journey as an educator. During interviews, administrators, support providers and candidates commented that the FACT system supports the learning needs of students and promotes collaborative and reflective practice.

A key component to the FACT system is the support provider. Modesto City Schools, in cooperation with the Modesto Teachers' Association, has developed and approved a system for selecting qualified support providers. The selection committee is comprised of the Human Resources Director, Induction Coordinator, BTSA/PAR Advisory members, Induction Leadership members, and experienced support providers. Stakeholders report that the matching of support providers to candidates is a collaborative effort. The *BTSA Participating Teacher Handbook, 2010-2011*, outlines a protocol for requesting a different support provider in the event that issues cannot be resolved through informal discussion.

Review of professional development options, candidate portfolios, and interviews with support providers and candidates demonstrated that the program provides opportunities to understand and address issues of diversity in relation to the teaching context.

## 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.

Candidates in the Modesto City Schools Induction Program attend a district orientation upon hiring where they are introduced to the requirements to earn their clear credential. Review of program documents and candidate portfolios, and interviews of stakeholder groups verified that there is a periodic review of program expectations. Program requirements include, but are not limited to, participating fully in the FACT system, meeting regularly and working collaboratively with a support provider, and meeting both the *California Standards for the Teaching Profession (CSTP)* and *Induction Standard* expectations.

Support providers and the coordinator have a clearly defined process for examining and monitoring candidates' steps towards completion throughout the two-year induction program. They observe for application of the CSTP and Program Standards 5 and 6 through classroom observations, conversations, and FACT support documents. During the two years of the program, the support providers and program coordinator advise and assist the participating teachers in assessing progress towards meeting program expectations. The Coordinator formally reviews evidence of application and program involvement at the end of each year. At this time, a formal record is made of candidate completion.

All evidence of candidate completion is maintained on both a program database and on file. Once all program requirements are met, candidates receive a *Completion Document*. They then meet by appointment with one of the credential analysts to complete their recommendation to the Commission on Teacher Credentialing (CTC) for a clear credential.

## Induction Program

### Program Design

The Modesto City Schools Induction Program is a single district program that utilizes the *Formative Assessment for California Teachers (FACT)* as an inquiry-based formative assessment system built upon the CSTP. FACT guides candidates through two cycles of inquiry in two years. Additional support is provided as indicated in the candidates' *Individual Induction Plan (IIP)*. At the conclusion of the program, candidates submit a portfolio documenting their experiences and growth in relation to the CSTPs and the *Induction Standards*. Using multiple sources of evidence, candidates demonstrate professional growth. The Coordinator holistically evaluates the portfolio using a rubric. Through interviews, candidates expressed how their experiences with the program have assisted them with lesson design, problem solving, and reflective practices. Induction has helped candidates to “think outside the box.”

With Induction building upon preservice experience, candidates expressed how the program reconnects them with knowledge that they have learned. Information gleaned from class profiles helps candidates access information about their students. Through working with their support providers, candidates are exposed to a variety of lesson ideas, which transfer across grade and subject levels. Induction helps candidates, “learn so many things that [they] didn’t even know [they] needed.”

A strength of the program is the collaborative opportunities it provides candidates. Evidence indicated that whenever candidates need support, the program coordinator is accessible. The module meetings offer support beyond working on FACT documentation. As stated by both current candidates and program completers, the meetings offer an opportunity for candidates to network across grade and subject levels. Through meetings and regular conversation with their support providers, candidates receive guidance on their progress through Induction.

Interviews with program participants revealed that Induction Leadership meets monthly to facilitate program delivery. Through this venue, the Coordinator shares ideas for program improvement. The induction program works in collaboration with the Modesto City Schools teachers’ union to support candidates. As topics are raised, the Induction Leadership team works together to analyze related data and plan for modification within the program.

Interviews from multiple sources revealed that a program strength is the ease of accessing the Coordinator. Regular communication among various stakeholders helps move the program forward. Site administrators understand the induction program and the work of the support providers. District personnel meet with the program coordinator to share ideas and review program information as needed. Structures are in place to provide information about the program to new administrators.

Along with open lines of communication, the Induction program periodically uses surveys to gauge program effectiveness and to direct program improvement efforts. Program participants and site administrators respond to these surveys. Eighty percent of program completers reported that their Induction experiences improved their ability to reflect on their practice.

The implementation of FACT has provided the Modesto City Schools Induction Program impetus to rethink program delivery and to revisit the selection of support providers. For example, previous support providers who were rated as ineffective were released. Of new support providers to the program, approximately 50% are former candidates.

### **Course of Study**

The Modesto City Schools Induction Program offers candidates the chance to grow as professionals through formative assessment, professional development and one-on-one work with a qualified support provider. The program uses the *Formative Assessment for California Teachers* (FACT) system for candidates. The series of FACT modules focuses teachers on a plan teach, reflect, and apply (PTRA) cycle, which underlies all activities in the FACT system. Through review of candidates' portfolios, it is evident that candidates progress through each of the FACT modules and explore issues within their classrooms and in their community. Candidates receive support in using technology and modifying lessons to meet the needs of English learners and special populations.

Candidates use evidence from engaging in FACT processes to evaluate their progress relative to *California Standards for the Teaching Profession* (CSTP). Interviews with candidates confirmed that candidates use multiple measures to reflect on their practice. Review of the participating teachers' *Individual Induction Plans* (IIP) showed that they contain a CSTP growth goal that assists the candidates and support providers to prepare a plan for professional learning.

Evidence of teaching practice, including observations, reflections, and lesson artifacts, is collected over the two-year induction period and showcased in candidates' portfolios. This showcased work is measured against the *Continuum of Teaching Practice* (CTP) and the *Induction Standards* enabling candidates and support providers to collaboratively look at growth and practice over time.

### **Candidate Competence**

To guide the participating teachers' attainment of all program requirements, candidates are informed by the induction staff at orientations and induction seminars about the formative assessment process and the requirements for completion. Review of the Modesto City Schools Induction Program documents shows that candidates are given formative feedback by the Induction staff regarding progress at mid-year and end-of-the-year portfolio reviews. Interviews with candidates and support providers provided consistent evidence that candidates are knowledgeable of the program requirements and receive consistent support in meeting them. Candidates are judged to have successfully completed the program when their portfolios meet the criteria as defined in the *Binder Review Checklist*. Candidates receive a completion document verifying that they have met all program requirements and expectations.

### **Findings on Standards:**

After review of the institutional report, supporting documentation, the completion of interviews with stakeholders including program leadership, district administrators, school site administrators, credential analysts, teachers' union representation, support providers,

participating teachers, completers, the team determined that all program standards are fully **met** for the induction program.