

Recommendations by the Accreditation Team and Report of the Accreditation Visit for the Professional Preparation Program at Envision Schools

**Professional Services Division
June 2014**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Envision Schools. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Probationary Stipulations** 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	N/A		
9) Assessment of Candidate Competence			X

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS, SS) Induction	6	2	3	1

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

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

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

Institution: Envision Schools

Dates of Visit: May 13-15, 2014

Accreditation Team

Recommendation: Accreditation with Probationary Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Probationary Stipulations** was based on a thorough review of submitted program narratives, documents available during the visit, interviews with administrators, program staff, and candidates. The team determined that evidence provided was sufficient and contained consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that 1 Common Standard was **Met**, 2 Common Standards were **Met with Concerns**, and 5 Common Standards were **Not Met**.

Program Standards – General Education (MS/SS) Induction

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The CTC team found that 2 Program Standards were **Met**, 3 Program Standards were **Met with Concerns**, and 1 Program Standard was **Not Met**.

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers (coaches), administrators, and other stakeholders. The team unanimously recommends a decision of **Accreditation with Probationary Stipulations**.

Recommended Stipulations:

- 1) Submit quarterly progress reports, including an initial action plan describing the institution's plan to address the stipulations and concerns
- 2) Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a written seventh year report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed

- 3) Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team within one year.
- 4) No new programs will be approved by the COA until the stipulation above is fully addressed.
- 5) Notify all students in all credential programs in writing of its accreditation status.

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

Advanced/Service Credentials
Multiple Subject/Single Subject Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Envision Schools continues 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:	Aleeta Powers Los Angeles Unified School District
Common Standards Cluster:	Sharon LaValley Riverside County Office of Education
Program Sampling Cluster:	Sue Hall Murrieta Valley Unified School District
Staff to the Visit:	Audry Wiens State Consultant

Documents Reviewed

Common Standards Narrative	Candidate Portfolios
Program Standards Narrative	Program Brochure
Program Assessment Preliminary Findings	FAS Assessment/Tools
2012 Biennial Report & Feedback	Organizational Chart
Special Ed. Professional Development	Coaches Meeting Agendas
Signed Preconditions Document	Envision School Websites
	Envision Accreditation Website

Interviews Conducted

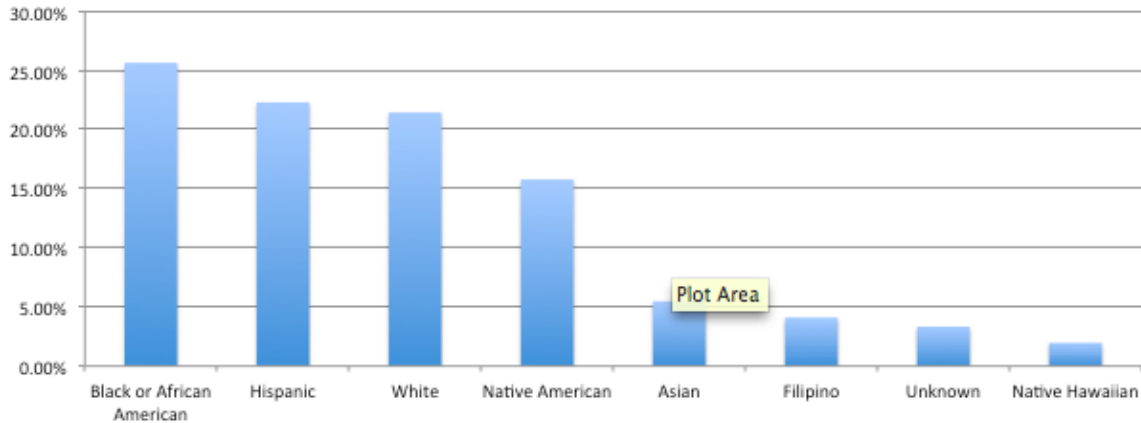
Candidates	11
Completers	2
Early Completion Option Candidates	3
Program Director	1
Superintendent	1
VP of Teaching and Learning	1
Support Providers (Coaches)	3
Site Administrators	3
Human Resources Director	1
IHE Representatives	0
Recruitment Director	1
Vice President of Special Education	1
Total	29

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

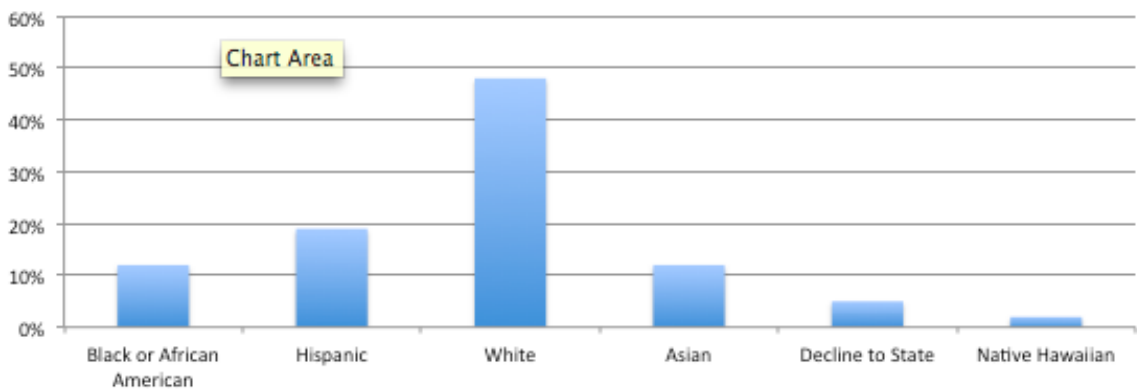
Background Information

Demographic/Ethnic Background for Envision Schools 2013-2014

Student Ethnicity 2013-2014



Teacher Ethnicity 2013-2014



Education Unit

The Envision Schools Support Office is the lead educational agency for the Commission approved Envision Schools Induction Program. It consists of three charter schools in the Bay Area; City Arts and Technology High School in San Francisco, Envision Academy in Oakland, and Impact Academy in Hayward.

The mission of Envision Schools is to “transform the lives of students- especially those who will be the first in their family to attend college- by preparing them for success in college, in careers and in life.” To do this, Envision focuses on providing all students with UC/CSU required courses, project based learning experiences, and a graduation panel defense of student work. The focus of Envision is to provide a rigorous college going curriculum for students, and past results show success: 90% of graduates from the 3 schools attend college after graduation, and 60% are first-generation college bound.

The Envision Schools Teacher Induction Program has created and continues to articulate a research-based vision for educator preparation that is responsive to California’s adopted standards and

curriculum frameworks. The Envision Program uses the state-approved Formative Assessment System (FAS) model as its foundational framework for teacher induction that supports all beginning educators. Envision Schools has a annual cohort of approximately 8-15 Participating Teachers.

The Envision Schools program focuses on a strong coaching model of teacher support, employing 3 full time instructional coaches who serve as support providers for teachers new to the profession. The Director leads the daily operations of the induction program with the other instructional coaches, and meets with them biweekly for Envision Coaching meetings. These meetings are used to further their coaching practice and discuss any issues that might arise regarding their collaborative work with Participating Teachers. Each Support Provider meets with their Participating Teacher on a weekly basis to focus on his/her pedagogy in the classroom, and guide the Participating Teacher through the Formative Assessment System (FAS) tools. The coaches work in close communication with the site administrators and Vice President of Teaching and Learning to design profession development for Participating Teachers and the school staff at large. This communication and ongoing professional development is embedded into the organizational structure of Envision Schools.

The goal of the Envision Schools BTSA Program is to provide an effective induction experience through classroom-based experiential work and coaching

Program Review Status

Program Name	Number of Candidates Enrolled or Admitted 2012-2013	Number of Candidates Enrolled or Admitted 2013-2014	Agency Reviewing Programs
General Education (MS/SS) Induction	10	13	CTC

The Visit

The Envision Schools Induction Review Team included two team members and a team lead, as well as a State consultant. Three weeks prior to the visit, team members engaged in a telephone conference to discuss the Common Standards Planning Instrument and Program Standards Note-Taking Guide. The team determined that a follow-up conference call was needed to better understand the program narrative. Both conversations allowed the team members to develop preliminary interview questions for the stakeholders at Envision Schools. District leadership welcomed the team on Tuesday, May 13, 2014 at 11:30 a.m. and provided an overview of the interview room and the interview schedule. Accreditation activities began on Tuesday afternoon with interviews and document review, which continued into the evening. Interviews with stakeholder groups took place on Tuesday and Wednesday, May 13-14, 2014, and a mid-visit report was presented to the program director on Wednesday afternoon. On Tuesday afternoon and evening, the team met to discuss findings and consensus was reached on all standard findings, resulting in an accreditation recommendation of **Accreditation with Probationary Stipulations**. The institutional report out was held on Wednesday, May 15, 2014 at noon.

Extraordinary Events

The visit was hampered by lack of availability of current program documents that reflected the program operating at the time of the site visit.

Common Standards

Standard 1: Educational Leadership

Standard Not 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

Envision Charters has developed a strong shared mission and vision for the organization and the three schools within it. The Charter's mission and vision, "to transform the lives of students – especially those who will be the first in their family to attend college – by preparing them for success in college, in careers, and in life", is the focus of all staff and teachers that work at school sites. Particular focus is placed on the education gap that exists between disenfranchised students and students that have been successful in a traditional school environment. Each of the stakeholders interviewed was able to articulate how the program fully supports the implementation of California's standards and curriculum frameworks citing current senior high student exhibitions as an example. The institution takes pride in the system-wide coaching process that they use to assist all teachers to meet expectations for effective instruction. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration and unit accountability.

Unit evaluation functions are dispersed through several organizational levels. The Superintendent has final responsibility for all programs. The Leadership Team which includes district level staff and all three school site principals makes decisions on fiscal and personnel resources to be dedicated to induction as well as other programs within the institution. The Induction Program Director meets with the Leadership Team to inform them of program needs. The Director of Instructional Development is responsible for the design of Support Provider training. Both also serve as instructional coaches and institution-wide leads for professional development in their content areas. The institution has designated 25% of the Program Director's position to be dedicated to Induction Program Administration includes working directly with the other Support Providers (SPs), however, interviews and evidence revealed that prior to engaging in the Site Visit process there was minimal understanding of the administrative roles of the Induction Program Director. Further, there have been significant institution-wide staffing changes in key positions. The Superintendent and the Vice President of Teaching and Learning, who directly oversee the induction program, are both new within the past year as are the Director of Human Resources and the Director of Recruitment. Current leadership is able to articulate their plans for future unit evaluation. Although they did not have a connection to past practice, they were able to describe that prior evaluations related to program resources and effective program implementation focused on how the coaches, including the Program Director, were contributing to institutional goals through their coaching with little or no emphasis on the administration of the Induction Program.

Envision Charter Schools monitor participant progress and candidate competencies, and recommend for the credential solely based upon the recommendation of the Support Provider that all portfolio entries on the checklist have been included. Currently there are no criteria applied to the completion of

documents or connections made to Induction standards. The checklist was developed by a prior Program Director and current Support Providers are able to articulate how the documents are used as tools for support but are less clear on connections between the documents and candidate competency in relation to the common and/or induction standards. Selected tools from the New Teacher Center's Formative Assessment System (NTC FAS) are used as a framework to guide inclusion of some of the induction standards. The process is supported by full-time released Instructional Coaches who also serve as support providers. They work with Participating Teachers one-on-one in addition to providing professional development. However, interviews with the Program Director, Support Providers and Participating Teachers confirmed that there are no clear criteria for assessing candidate competency other than inclusion of the FAS documents listed on the checklist. There is no current process to assess the quality or content of the documents.

The Program Director serves in multiple roles within the program. In addition to his role as program director he is also the Support Provider for many of the participants. He is also responsible for processing recommendations for the California Clear Credential. Other factors outside of inclusion of documents on the checklist are not considered in the recommendation process. During the interview process the Program Director confirmed that he has signature authority from the Commission and described his background as having watched one module of the training and reviewed the handbook.

The Human Resources officer, who has been with the organization for less than two months, indicated that she will be working with the induction program in the future but she does not yet have a sense of what that will involve. The Program Director collaborates with the VP of Teaching and Learning and the instructional coaches to determine Support Provider assignments.

Rationale

Requirements for Credential recommendations are based solely on support provider verification of completion of the portfolio, however, the process is not tied to candidate competence, clearly defined, nor monitored consistently across the program. Changes in key leadership positions have contributed to inconsistencies in program implementation and accountability. The education unit does not implement and monitor a credential recommendation process that ensures that all candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

Standard Not 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
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Findings

Interviews with staff and document review indicate that although Envision Charter schools initially designed an assessment system for ongoing program and unit evaluation and improvement, the system elements are not currently implemented. The institution maintains a commitment to coaching individual teachers; however, significant transitions in staffing have left the program with gaps in leadership who understand the scope of induction program administration.

Envision Charter Schools monitors participant progress and candidate competencies and recommendation for the credential solely upon the recommendation of the Support Provider that all portfolio entries on the checklist have been completed. Currently there are no criteria applied to completion of the documents or connection made to Induction standards. However, there is extensive coaching related to Envision's priorities and reflective improvement of teaching practice. Evidence of program completer performance is based on the performance review system in place for all employees still teaching in the Envision Charter schools and is not separately evaluated.

Unit Evaluation is conducted via the ongoing institutional structure of Envision Schools. The Induction program director is responsible for representing the needs of the program to institutional members who make decisions on resource allocation and program implementation policies. Institutional leaders express commitment to allocating sufficient resources for program to function effectively, however changes in staffing have left the organization with little understanding of the administrative needs of the program. The Induction program is evaluated by the education department of the support office which is overseen by both the Superintendent of Schools and the Vice President of Teaching and Learning. The effectiveness of the Induction program is assessed via ongoing consultancies with the coaches and the VP of Teaching and Learning, information shared at the weekly educational unit meetings as well as the Annual Performance Review. Evidence reviewed and interview responses indicate that evaluation of the effectiveness of the Induction program by past supervisors has focused on instructional coaching support. Evaluation in the area of credential program administration in alignment with the accreditation process has not yet been included in the unit evaluation process. The Superintendent and the Vice President of Teaching and Learning (both newly hired) as well as the Instructional Coach/Support Provider currently serving as Program Director all expressed strong commitment to applying themselves to learning what was needed to implement an effective program in the future.

Rationale

The Envision Induction program currently does not have a clearly defined process for the collection and analyses of evidence related to candidate competency and support provider effectiveness. There is evidence that induction is a systemically embedded part of the institution, and some resources are allocated to support implementation of the formative assessment process and support provider coordination and calibration. However, unit evaluations of program effectiveness are not yet aligned to the 7 year accreditation cycle, Common and Induction Standards, and expectations for credential program administration.

Standard 3: Resources

Standard Not 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

The Envision Schools Support Office is the fiscal office of record for the Induction Program. Document review and interviews confirm that Envision has an inclusive process in place to determine the level of funding needed for administration and implementation of the Induction program. The program budget is developed by the Envision Teacher Induction Program Director and approved by the Vice Principal of Teaching and Learning, who serves as a member of the Envision Leadership Team. Envision has three full time Instructional Coaches who serve as support providers for participating teachers. One of the Instructional Coaches has 25% of their time designated for administration of the Induction program. The institution also provides mileage within the district, and mileage and travel expenses to and from state meetings and conferences for the Induction Program Director. Formative assessment materials for coaches and participants are provided. Support from Envision Office staff such as Human Resources personnel and Envision leadership are available to the Induction program in the areas of admissions and coordination of professional development activities. Envision candidates are also provided release time to observe teaching in other classrooms with their Instructional Coaches within the institution.

The Envision Induction Program Director oversees the administration of the Envision Induction Program. Program management takes place in collaboration with the Vice President of Teaching and Learning. One of the full release instructional coaches/Support Providers is currently designated to serve as the Induction Program Director. Review of the evidence and interviews indicate that current program leadership is highly qualified in the area of providing support to teachers; however, changes in institutional staff have left a void in the area of knowledgeable administration of an accredited credential program.

Support Provider (coach) resumes reflect appropriate qualifications for Induction program leadership and peer coaching. Interviews and survey data verify that participating teachers feel that Support Providers are well qualified and provide support to them in acclimating to the institution, completion of Induction requirements and developing as effective educators. Professional Development beyond the formative assessment process is embedded in Envision's ongoing support for all teachers. All new teachers receive individual coaching. Additionally, all new teachers participate in additional professional development training around best practices, and during these sessions are supported by coaches, the Director of Instruction, Lead Teachers, and the Induction Program Director, who help new teachers determine how they might implement strategies learned in their own classrooms. These resources are used to supplement induction processes and in many cases incidentally align with elements of induction standards 5 and 6.

Rationale

Although Envision has a clear and inclusive process for developing the budget and allocating resources some areas are not fully planned for. Evidence reviewed and interviews support that additional time and resources are not allocated to program administration when administrative responsibilities such as preparing for an accreditation site visit are imminent. Selecting and assigning qualified Support Providers that are able to support new teachers and guide their growth is strength for this program, however they have not received recent training in the formative assessment system or in providing systemic evidence that each participant is meeting candidate competencies.

Standard 4: Faculty and Instructional Personnel

Not 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

Interviews confirmed that professional development is provided to candidates by support providers, who are also full-time instructional coaches at Envision, and by other leadership staff (Vice President of Special Education, site administrators, and Vice President of Teaching and Learning). The support providers coach and observe candidates through the two-year formative assessment process in addition to providing the professional development to teachers within their content area. As long-term employees of Envision, SPs know the vision, context, and culture of their environment and share that knowledge with their PTs when they meet on a weekly basis. As experienced teachers, SPs have the content knowledge required to support their assigned PT. The SP duties are embedded in the instructional coach's job description.

Differentiation and diversity strategies are grounded throughout their practice. Interviews acknowledged that having a staff that more closely aligns with the student demographics within the inner city is an employment goal for their teaching staff, and program leadership confirmed outreach efforts.

Support providers, professional development providers, and administrators appeared experienced and knowledgeable about educational standards, curriculum, and the school's vision. Teacher interviews confirmed their implementation of academic standards, frameworks, and accountability systems that drive their curriculum.

Interviews indicated that the Induction Director had occasionally attended Cluster 2 meetings, but does not have a systematic method of implementing and sharing new information obtained in those meetings. Interviews indicated that there is sufficient collaboration within the unit for coaches as they meet biweekly in consultancies to discuss and plan professional development that aligns with the unit and teacher needs. However, there is no official method for a teacher to share concerns about their SP, although the Induction director stated that he felt anyone could approach him on that issue.

Interviews confirmed that coaches were trained in FAS during their career, and leadership indicated that for two of the three coaches' FAS training was not from The New Teacher Center, or other Formative Assessment trainers, but rather was handed down from others, and is an area for growth.

Interviews indicated that the unit regularly evaluates its professional development providers as employees, but there was no evidence of specific professional development feedback by participants or research regarding effectiveness of trainings on teacher growth or student learning. There was evidence that coaches receive annual performance reviews in which they identify goals focused on their support services and coaching with teachers.

Rationale

There is little evidence of a coach selection process under current leadership and coaches did not have information regarding their roles and responsibilities with induction. Support providers had very little knowledge of the credential relationship with induction standards and did not understand the concept of documentation of knowledge and skills of all program standards. Coaches were not officially trained in the FAS system, although they expressed comfort with the use of FAS tools. There was not sufficient evidence that supports collaboration with other P-12 agencies on a regular basis. No evidence was provided regarding site administrator or instructional coach collaboration outside the unit. There is no official process for support providers or candidates to report concerns regarding their match with each other. There is no documentation or institutional memory regarding official FAS training of coaches. There was no evidence of participant feedback regarding the effectiveness of professional development/trainings on teacher growth or student learning.

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

Eligibility of new and out-of-state teachers to participate in the Envision BTSA Induction Program is researched by the Induction Program Director, using information provided by the Human Resources department. All Envision employees who have been at the institution for a full year and have a general education California preliminary credential (multiple or single subject) are admitted into the program.

The Recruitment Director, who has only been with the institution since October, described multiple measures that she has already implemented and additional measures that are planned in upcoming months to attract applicants from diverse populations such as attending job fairs at institutions with high numbers of teachers of color, posting on websites, word of mouth and personal contact from staff members. 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 through an application and interview process. In addition to the competencies and dispositions demonstrated in order to attain a preliminary credential the process screens applicants for alignment with Envisions' focus on closing the education gap that exists between disenfranchised students and students that have been successful in a traditional school environment. Once identified, eligible teachers complete an Induction Program Agreement or Declination Form. The completed document becomes a permanent part of a candidate's personnel file.

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

Current support providers have been employed with the unit for several years. These coaches are assigned by leadership to support designated teachers at the end of the candidate's first year of employment with Envision.

Interviews confirmed that the candidate/coach match is closely aligned to subject matter expertise, and the support providers meet with candidates weekly over the course of the two-year induction program. Interviews confirmed that candidates who inquired about ECO were granted that option based on prior teaching experience.

Evidence of Collaborative Assessment Logs in completer portfolios indicate that candidates meet frequently with their support providers to discuss observations, progress, and planning time together. Coaching is focused around an inquiry cycle that identifies a problem of practice that directly affects the candidate's daily instruction and/or curriculum planning.

Coaches are the primary support to keep candidates apprised of their progress toward program requirements and completion status. Interviews informed us that the site administrators also meet with coaches to review candidate progress and discuss any issues that could be supported with site professional development. The support providers collaborate with the Induction Director (who is also a support provider) during biweekly consultancies regarding any questions about program requirements and candidate progress.

Evidence supports the fact that candidates do a pre-assessment using the CSTP rubric and an inquiry post-assessment. Support providers use this self-assessment to guide their work with candidates. Notes, lesson plans, student work, and implementation of lessons are evidence of candidate growth over time and live within the portfolio. Ongoing candidate progress is documented by support providers via a portfolio review using a check list of documents to include.

Rationale

Candidate interviews indicated that they just follow the directions provided and they did not fully understand what was required for induction completion. There were check lists in some completer portfolios however they were not used consistently. Induction expectations, options, and procedures were not explicitly outlined for candidates by coaches or leadership.

Standard 7: Field Experience and Clinical Practice

Met with Concerns

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 support providers use selected FAS tools and a Transformative Coaching model to guide candidates in their field experience. Teachers complete a pre-assessment using the CSTP's to identify areas for growth and areas of strength in their practice. This data is used in conversations between the support provider and candidate to focus the three annual inquiry cycles. At the end of each cycle is a reflection and self-assessment on the CSTP standard.

Interviews confirm that leadership identifies candidate/coach matches based on their respective subject areas. Portfolio logs verified that coaches met weekly with candidates. Coaches focus support around classroom practice. Interviews confirmed that coaches help facilitate candidate data analysis from an inquiry cycle in relationship to a lesson plan with the goal that this facilitation of data driven instruction will continue into the regular daily practice of candidates. Several teachers reported this to be true as they reach the end of their second year.

Candidates and leadership confirmed that ongoing professional development is provided to new teachers by site administrators and the Support Office Special Education Team on a weekly basis. Occasionally, outside sources are contracted to provide specialized trainings or a teacher may attend training outside of the organization. These trainings align with the institution's vision toward equity for their diverse student population. Interviews confirmed that teachers utilize research-based strategies for English language learners and special populations to improve student learning.

Rationale

The program does not appear to include a specific sequence of events that is followed by all candidates and coaches. Although there is a FAS check list for portfolio evidence, documentation of candidate knowledge and skills during professional practice is inconsistent related to the standards.

Standard 8: District Employed Supervisors

Not Applicable

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

Not Applicable for Induction Programs.

Standard 9: Assessment of Candidate Competence

Standard Not 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

A review of portfolios and interviews showed that the formative assessment instruments are used to support transformative coaching conversations but there is limited understanding of the connection of the documents with demonstration of Induction candidate competencies. The use of the checklist and the documents listed on it varied greatly between portfolios.

However, evidence and interviews supported candidate's knowledge and skills regarding the state adopted academic standards.

Information provided by the program indicated that candidates meet weekly with their support providers. Program completers submit a portfolio to their support provider that contains documentation of items on their check list, including use of FAS tools and other assessments to verify completion of standards for classroom management, technology, English learners, special populations, healthy environments, equity and diversity.

Rationale

The Biennial report shows assessments for candidate competence are to include the portfolio review, IIP (inquiry) review, and formative assessment documents. Evidence did not support consistent documentation of these assessments across the program, nor or of any consistent evidence of requiring each candidate to demonstrate competence in relation to induction standards 5 & 6.

Program Reports

General Education (Multiple/Single Subject) Induction

Program Design

In the Envision Induction program, candidates become eligible to participate after one full year of employment. The institution has a strong commitment to coaching for every teacher. At the beginning of each year the VP of Teaching and Learning and the three full release instructional coaches work with the HR representative to identify which employees are eligible for the program based on credential held and length of service. The team decides who will support each candidate. Candidates are advised of their eligibility by one of the full time instructional coaches who will also serve as their Support Provider. The Support Provider works with the candidate for two years using a Transformative Coaching model. Selected FAS documents are used to support the process. Although a checklist of documents has been developed it is not used on a consistent basis. Although there is a strong alignment between institutional goals and induction standards, induction competencies have not been a focus for the coaching conversations which focus more on candidates meeting organizational goals for professional growth and expertise. Participants complete a portfolio and submit it at the end of the two year process. There is currently not a calibrated process in place to assess candidate competencies. As each Support Provider indicates that their candidate is complete the Program Director assists them in applying for a clear credential.

Course of Study

In the Envision Induction program candidates are assigned a Support Provider primarily by subject areas most closely aligned to the content expertise of the three coaches. Candidates also report that they receive strong support in PLCs from grade level and subject area colleagues.

Support Providers use a transformative coaching approach utilizing selected FAS documents over a course of two years. There is a checklist, which is inconsistently utilized, to guide which documents are expected to be included in the portfolio. The Individual Learning Plan (ILP) and the Collaborative Assessment Log are used most consistently throughout the program and are completed collaboratively with the SP. A Continuum of practice is used for self-assessment and shows growth over time.

Interviews indicated a strong emphasis on reflection, observation and feedback, and analysis of student work. The program requires candidates to self-reflect and document next steps for both the candidate and the support provider. The Support Provider and candidate work on two goals identified by self-assessment and by administration (Principals) from their 1-1 performance reviews. Candidates report that one of their goals aligns with Envisions' focus area for the year and the other is self-selected. When asked what is required for their induction work, candidates responded that three cycles of Inquiry are required. Lesson planning is based on a backward design format and a movement to the common core standards is embedded in their practice. Reflection and Inquiry are on-going areas of focus for candidates in Induction. Candidates indicated a range of Inquiry Cycles that might include a personal selection around topics such as differentiation, English language learners, special populations, and content area focus. Case studies and inquiries have a self-selected focus based on assessments taken at the beginning of the year.

There are no other expectations articulated for recommendation for the credential outside of the two year coaching process, however, all school sites provide ongoing professional development for their teachers, including individualized support from Education Specialist coaches and outside speakers such as Glenn Singleton.

Candidate Competence

Evidence did not support consistent documentation of assessments across the program, nor or of any consistent evidence of requiring each candidate to demonstrate competence in relation to induction standards 5 & 6.

The Evidence Portfolio is submitted at the end of year 2. There are no formal checkpoints along the way for progress-monitoring other than what is done in the one to one support setting. There is no formal review process at the end of the two year program to show candidate competence connecting in an overt manner to the induction standards for the California Clear Credential.

There is no process in place to review for candidate competency beyond their individual work with the support provider. Each Support Provider determines what the candidate needs and which evidence will be collected. The Program Director accepts the portfolio from the support providers, with no further review, and then works with the candidates to support their application for their clear credential.

Findings on Induction Program Standards

Due to insufficient narratives submitted for review and the limited evidence available at the site visit to document program implementation, the review team notified the program and CTC/COA that the review would need to move to the Program Standards Level. After review of the institutional report and the supporting documentation and after conducting interviews of candidates, program completers, faculty, employers and supervising practitioners, the team determined that, two standards were **Met**, three standards were **Met with Concerns** and one standard was **Not Met**.

General Education Induction Standards

Program Standard 1: Program Rationale and Design

Met with Concerns

The program design provides opportunities application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

Findings

After review of the institutional report and the supporting documentation and after conducting interviews of candidates, program completers, faculty, employers and supervising practitioners, the team determined there is purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. Candidates in the program consistently stated that the inquiry goals that they selected were based on their individually identified needs based on the Continuum of Teaching Practice self-assessment but that as they progressed through the inquiry process they also grew in their ability to meet institutional expectations and serve the needs of their students.

Documentation and interviews indicated that coordination of the administrative components of the program were inconsistently implemented. Although there is a clear admissions process, advisement regarding program requirements and the process to attain the clear credential are only communicated verbally. Advisement consists of informing that the candidate that they must work with the Support Provider for two years and complete a portfolio. There is no current written documentation describing the expectations.

Individual coaching and support of the candidates was revealed to be strength of the program, however assessment of candidate competence has no clear criteria other than that they have 'completed their portfolio'. Portfolio evidence did not clearly provide evidence that each participant systemically demonstrates candidate competency in all areas of the standards. The Formative Assessment System is clearly aligned to Envision goals. Collaborative logs for reflective practice are evident in each portfolio reviewed as is evidence of classroom observations and coaching sessions.

Some portfolios included evidence of working on instructional strategies and effective environments, analysis of student work showing some differentiation, and work around supporting English language learners. Candidate interviews supplemented the limited portfolio entries with rich and passionate

descriptions of how they regularly implement strategies to identify and meet the needs of all students. Although portfolios were significantly missing direct evidence of alignment with student academic content standards, candidate descriptions of their use and the work around authentic implementation of common core standards was compelling.

The program design provides systemic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program in the context of an inquiry process. Growth over time is assessed using the CSTP based Continuum of Teaching Practice. Although the Program Director attends some Cluster 2 meetings, the induction program currently has no active articulation with preliminary teacher preparation programs or P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skill acquired in the preliminary credential program.

All stakeholders interviewed were able to validate strong induction program collaboration within the institution for identification, eligibility, requirements for participation, and completion. Additionally, collaboration was evident with educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program. Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/organization professional development opportunities. Support Providers communicate regularly to align their support with school and institutional priorities. However, Support Providers, administrators and candidates interviewed were not able to clearly articulate program requirements.

Rationale

The program has intensive individualized support and is responsive to teacher needs. However, the Induction program has no currently active institution of higher education partners or P-12 partners beyond their organization.

Program Standard 2: Communication and Collaboration

Met with Concerns

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program. The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasize the importance of new teacher implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.

Findings

The Envision Induction program does not currently have any active articulation with institutions of higher education and/or P-12 organizations to facilitate transitions from teacher preparation to indication.

The program has a strong coaching component in which full release Support Providers meet weekly with candidates and provide consistent opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program. Progress is documented on the Continuum of Teaching Practice which is included in participant portfolios. Partners within the organization such as human resources professionals and instructional experts such as the Director of Special Education Services and the Vice President of Teaching and Learning and all site administrators regularly collaborate with Induction program staff regarding curricular and instructional priorities and candidate support.

Collaboration between the induction program and administrators is clearly evident. There is strong emphasis on establishing a professional, educational community and systemically supporting new teachers and transitioning them from induction to the role of professional educators.

Rationale

This standard is found to be met with concerns based on the lack of external partnerships.

Program Standard 3: Support Providers and Professional Development Providers **Not Met**

The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Findings

Envision schools has selected full release Instructional Coaches based on their content and coaching expertise. These Instructional Coaches also serve as Support Providers. The program does not currently have a clear process in place to articulate the roles and responsibilities of Support Providers, or select them based on criteria. Each year the three Instructional Coaches, in collaboration with the Vice President of Teaching and Learning collaborate to determine which coach will serve as the Support Provider for each of the eligible teachers based on the closest match with the subject matter expertise of the coaches. Support is consistently provided early in the teacher's assignment even prior to entering induction.

Support Providers engage in ongoing professional development including systematic reading in current coaching theory and collaboration on how to best meet candidate needs. However, the program has not provided formal training of Support Providers in the formative assessment system or in relation to the induction standards. One Support Provider received formal FAS training prior to joining the Envision team. Documentation and interviews confirmed that the Support Providers are skilled in their role as coaches; however, there is a gap in their understanding of induction standards and their role in supporting candidate competency in relation to those standards.

There is no process in place for reassignment of Support Providers. Evaluation of Support Providers is conducted as part of the employee evaluation process in their role as instructional coaches and is not specific to induction. Instead, their role as instructional coaches is embedded in the process.

No clearly defined program evaluations from candidates or others regarding quality of services provided by support providers and professional development providers is in place. Interviews indicated that survey data are collected yearly as a way of gathering teacher feedback from the Envision Schools. This is not specific to Induction experiences, but to Envision Schools as a whole. There currently is not a well-established process for giving feedback to support providers surrounding their Induction work with candidates.

Rationale

Although Support Providers have expertise in transformative coaching and actively pursue increasing their coaching knowledge and skill there is currently no formal selection process in relation to their

role as Support Providers. Additionally, training for the formative assessment system and roles related to induction standards are not in place. There is no process for reassignment of Support Providers or for providing induction-based feedback to the Support Providers.

Program Standard 4: Formative Assessment System

Met

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's inquiry-based formative assessment system; characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on The California Standards for the Teaching Profession (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

Findings

The Induction Program uses selected tools from New Teacher Center's Formative Assessment System (FAS) to support and inform candidates about their professional practice and growth. Reflection and a continuous cycle of improvement and inquiry are strong features of the program and align with Envision Schools' mission and vision. Formative assessment guides the work of the support providers within the context of inquiry, collaboration, data-driven dialogue, and reflection, with a strong emphasis on improving student learning.

Envision Induction's formative assessment process is characterized by a plan, teach, reflect, and apply cycle. Interviews with candidates indicated a knowledge base around the CSTPs and the P-12 academic content standards with the inquiry cycles required for Induction. Self-assessment, observation, analyzing student work, planning and delivering instruction are strong, components of the program. The program uses the Continuum of Teaching Practice as the self-assessment which is a multi-leveled teaching performance measure for growth in teaching practice. Reflection on evidence of practice as a collaborative practice is a strong area of practice for the Envision Induction Program.

Collaboration between candidates and support providers using the Individual Learning Plan is also a strong component of the program. Candidates set goals and identify their own developmental levels and related goals and action steps, which are revisited and reflected upon throughout the process.

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-dominant varieties of English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Findings

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession (CSTPs) and specific skills for subject matter instruction with strong implementation of Professional Learning Communities (PLC) subject matter coaching and collaboration.

Inquiry cycles for candidates include a strong emphasis on improving their practice and their ability to increase achievement for the students they teach. The use and interpretation of student assessment data is utilized throughout as a tool for informing practice and guiding the design of the instructional program for students. Interviews confirmed teachers across the program systematically plan and use differentiated instruction based on a multi-tiered structure of intervention to serve the full range of learners. Envision Learning Specialists have individual weekly meetings with teachers who have students with special needs in order to assist them in developing instructional plans with specific targeted strategies and to assess the success of previous strategies used.

Program emphasis for Induction candidates, particularly in their first year of Induction, shows evidence of a focus on creating and maintaining well-managed, effective, inclusive and safe classrooms.

Participating candidates interviewed indicated they are fluent, critical users of technological resources to assess, plan, and deliver instruction. A number of teachers reported working with a blended learning model with their students. All teachers indicated strong teacher and student use of technology with multiple supporting examples.

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, racial and economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

6a. Teaching English Learners

To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, reclassification and monitoring processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as state language proficiency assessments, state standards assessments and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Participating teachers also develop language objectives to address language and literacy demands inherent in content area instruction (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).

Participating teachers demonstrate skills for managing and organizing a classroom with first- and second-language learners.

Participating teachers plan instruction that demonstrates their understanding of the importance of students' family and cultural backgrounds, and experiences.

Participating teachers communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

6b. Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers appropriately identify factors that could affect the determination of an English Learner's language/learning disability. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services

Findings

Equity is embedded within the Institutional practice of the Envision organization with a specific mission to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners. They actively work to foster achievement for students who have traditionally not succeeded and students who will be the first in their family to attend college. Support Providers and Participating Teachers described a rigorous process of identifying student needs and planning targeted environments and instruction to help each student succeed.

Interviews with teachers confirmed that professional development has been received around eliminating bias when planning and delivering instruction and is a strong focus for the organization.

Elements of this standard are in place institution wide and interviews with Support Providers and participants confirmed strong commitment to implementing practices that lead to equity for all students. However, there was no evidence of the induction program systematically requiring credential work in this area or assessing candidate competency in relation to the standard.

Participating Teachers and Support Providers articulated their commitment to serving English learners and providing a safe and inclusive learning environment for them to succeed. Some interviewees described the case study process and how they include an EL focus student. Interviews indicated that there is a database to look at that shows English language scores and proficiency levels. Some Support Providers and Participating Teachers were able to describe how they use the data to inform instructional planning as well as how they design instructional strategies to scaffold support for English learners.

There is a strong parent communication process in place and all Envision staff demonstrated respect for and value of the heritage and cultural background of the students and their families. Parents and students also take part in the 360 degree evaluation of participants.

Evidence was not presented to show that standards based materials are used.

Despite the system-wide commitment to providing physical and socio-emotional environments and targeted instruction to help English learners succeed no systematic written evidence was available to show that the program has a consistent expectation and process to assess candidate competency in this area. Portfolios reviewed did not show evidence of every candidate addressing this standard.

The Envision Induction program has a strong commitment to providing services to students with special needs that will scaffold instruction to lead to success. The organization has a Vice President of Special Education that meets regularly with other organization staff to coordinate priorities. There is a Learning Specialist at each site that collaborates with the Vice President of Special Education. She also meets with and trains a Learning Specialist for each site. This specialist meets weekly with each teacher that has a special needs student or a student that may need to be referred for special services. They collaborate to assess student strengths and needs then develop a comprehensive plan for meeting the student's needs. The specialist works with the teacher to develop lesson plans that specifically target success for these students then works with them to assess the effectiveness of the strategies selected. The specialist also assists them in completing the referral process when appropriate. Support Providers and candidates were able to describe how they use the FAS case study process to identify strengths and needs of students with special needs and plan appropriate interventions,

accommodations, modifications and positive behavior modifications to help them succeed. Although portfolios reviewed had inconsistent evidence of practice in this area supplementary evidence and interviews were able to provide adequate evidence of the standard being met.

Rationale

Although implementation of practice in connection with this standard was found to be strong the standard is met with concerns based interviews and review of portfolios that indicate that systematic assessment and documentation of candidate competency connected to the induction standards is not in place at this time.

Although evidence of implementation of practice in connection with this standard was found the standard is met with concerns based interviews and review of portfolios that indicate that systematic assessment and documentation of candidate competency connected to the induction standards is not in place at this time.