

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
San Dieguito Union High School District**

Professional Services Division

April, 2015

Overview of this Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	6		
Education Specialist Clear Induction*	7	7		

**The Education Specialist Clear Induction Program is in its first year of implementation and has not had sufficient history for a site visit report. The review team interviewed pivotal stakeholder groups to verify that the program was being implemented in alignment with the program standards.*

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

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

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

Institution: San Dieguito Union High School District

Dates of Visit: March 25-27, 2015

**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 team reviewed each of the applicable 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 discussions, the team considered whether the Program Standards were met, met with concerns, or not met. The team found that all Program Standards are **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 (mentors), administrators, and other stakeholders. All Common Standards and 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 Teaching Credentials

General Education (Multiple Subject/Single Subject) Clear Induction
Education Specialist Clear Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- San Dieguito Union High School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Dieguito Union High School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	Aleeta Powers Los Angeles Unified School District
Common Standards:	Beth Littrell San Mateo Foster City School District
Program Sampling:	Sue Key Torrance Unified School District
Staff to the Visit:	Gay Roby, Consultant Commission on Teacher Credentialing

Documents Reviewed

Advisory Committee roster	Participating Teacher MOU
Biennial Report & Feedback	Personal Induction Profile sample
BTSA Induction Budget	Portfolio Rubric sample
BTSA Program Information Guide	Professional Development Evaluations
Caseloads/Match up forms	Professional Development Online Resources
Certificate of Completion forms	Program Assessment Report of Findings
Cluster 5 meeting agendas	SDUHSD BTSA Accreditation Website
Colloquium interview questions	SDUHSD BTSA Induction Website
Common & Program Standards Narrative	Seminar calendar (13-14 and 14-15)
Education Specialist Induction Plans	Seminar Evaluations

FACT Assessments/Self-Assessments
 FACT Portfolios
 IHE collaboration meeting agenda
 Mid-year Portfolio checklist
 New Hire Notification
 Observation notes samples
 Organizational chart

Site Administrator Newsletter/BTSA Update
 SP Meeting agenda
 State and Local Survey Results
 State Survey Results
 Support Provider Applications
 Transition Plan (Ed Specialists)
 Year-end Portfolio Checklist

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Program Faculty	12	0	12
Institutional Administration	6	3	9
Candidates	15	0	15
Graduates	0	11	11
Employers of Graduates	13	1	14
Advisors	3	0	3
School Administrators	7	0	7
Credential Analysts and Staff	2	1	3
Advisory Committee	9	0	9
Induction Coordinators	2	1	3
IHE Partners	2	1	3
TOTAL	71	18	89

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

San Dieguito Union High School District (SDUHSD) is a grades 7-12 school district in San Diego County serving students from the coastal North San Diego County communities of Cardiff-by-the-Sea, Encinitas, Leucadia, and Olivenhain in the City of Encinitas; the cities of Del Mar and Solana Beach; the community of La Costa in the City of Carlsbad; the community of Carmel Valley in the City of San Diego; and the communities of Rancho Santa Fe and Fairbanks Ranch. It contains 9 schools (four middle schools, four high schools and one continuation school). The district serves approximately 12,000 students in grades 7-12. 67.9% of the students are white, 15.3% Asian, 13.1% Hispanic with 3.7% spread over other populations. 4.2% are English learners with Spanish being the pre-dominant primary language. The district contains many international and multi-lingual families. 6.7 % of students qualify for free/reduced price meals. SDUHSD offers a wealth of academic and extracurricular opportunities in which its students can engage and excel. The district believes in the importance of professional development and guided support to further employees' continuing education and growth which directly impacts

student achievement. As a result, professional development is viewed as crucial to educational improvement.

Education Unit

The rationale and overall design of the SDUHSD Induction Program is based on theory, research, and practice. Services to candidates are systematically planned and implemented in ways that are consistent with the view of teaching reflected in *The California Standards for the Teaching Profession*. The model, utilizes partial release support providers and focuses on improving classroom practice and developing teachers who reflect on their practice and focus on developing excellence for all students while being responsive to the diverse cultural, social, and linguistic backgrounds of all students.

The SDUHSD Induction program is designed to support candidates as they are inducted as effective members of the teaching profession and leads general education candidates to the recommendation for the California Professional Clear Credential and Education Specialist candidates to the Clear Education Specialist credential. The program design advances the application of candidates’ skills and knowledge in relation to *The California Standards for the Teaching Profession*, State-adopted academic content standards and performance levels for students, The state-adopted curriculum frameworks; and *Standards of Quality and Effectiveness for Professional Induction Programs*.

SDUHSD’s Induction Program provides candidates with support providers who are well respected veteran teachers for individualized support and assessment in the application of *the California Standards for the Teaching Profession*, State-adopted academic content standards and curriculum materials, Formative Assessment for California Teachers which promotes reflection, self-assessment, analysis of student work, and newly-acquired knowledge from seminars and individually chosen professional development activities that advances classroom teaching practice.

The San Dieguito Union High School District, as the sole sponsor of the Induction Program, has in place an administrative structure that establishes clear direction and monitoring of the program.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (2014-15)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	14	35	CTC
Education Specialist Clear Induction	Advanced	0	4	CTC

The Visit

The San Dieguito Union High School District site visit team included two trained team members, a trained team lead, and a state consultant. Prior to the visit, team members engaged in a telephone conference to discuss their preliminary perspective on the extent to which the program met the Common and Program Standards. The team then met at the BTSA Office, located on a high school campus from March 25th to March 27th 2015. There were no extraordinary circumstances involved with this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

Findings

The San Dieguito Induction program is well-integrated into the structure and belief system of the school district. The goals of both are to develop their teachers into the highest quality education professionals possible. High standards are commonplace throughout the program and the district, often referred to by stakeholders as "the San Dieguito way." The superintendent described the San Dieguito Induction program as a neutral, safe, smart, informed place for teachers to go to get support. Support providers said that they were developing reflective habits to follow teachers throughout their careers, and year 2 participating teachers said that evidence of their growth as professional educators was seen in the improved academic and social growth of the students they teach. Completers state that they are 'wired' as reflective educators through the teacher induction process. Site administrators described passion in the energy for engaging students in a safe place to take risks and reflect.

Program documents including the advisory committee roster, self-assessments on CSTP and induction standards, transition plans for education specialists, seminar calendars, support provider meeting agenda, site administrator communication, organizational chart, mid- and end-year portfolio rubrics and checklists, and certificate of completion were reviewed. Document review, verified in interviews with stakeholders from each group, highlights that the program has a vision that permeates all components of the program and provides direction for the program, professional development, candidate experiences, and accountability. The program is based on the research-supported idea that people work more effectively, efficiently and persistently when they work collectively, while gauging their efforts against results. Clearly defined goals relative to state, district, and site-based requirements are integral components of San Dieguito Unified High School District's vision.

Throughout the review of the program's documentation and interviews conducted during the review, it was evident that all stakeholders participate in the organization, coordination, and governance of the induction program. The superintendent, associate superintendent of human resources, the program coordinator, support providers and advisory committee

members all gave examples of how they were able to influence both content and processes within the teacher induction program. They indicated that the program director both directly reaches out for their ideas and accepts informal communications at any time. San Dieguito Union High School District gives authority to the program director in the design and implementation of the induction program. The teacher induction leadership team involves stakeholders in a shared decision-making process, thereby assuring the outcomes of these decisions are made to benefit the professional growth and development of all stakeholders, including participating teachers, support providers, district administrators, and IHE partners.

The collaboration between the support provider and participating teacher is the cornerstone of the induction program through work in the Formative Assessment for California Teachers (FACT) and monthly professional development activities. Evidence from the site administrator newsletter, along with induction updates, confirmed in interviews with the program director, advisory committee, support providers, and participating teachers confirms that participating teachers' unique needs are met in the induction program, and that the program changes are incorporated to accommodate the unique needs of each participant.

During semi-annual checks of each participating teacher's induction portfolio, support providers monitor progress, provide documented feedback and provide additional support and assistance as needed. Advisement is provided to remedy any areas where the candidate is not meeting expected benchmarks and the support provider assists them in meeting the standards. At the end of year 2 another support provider who is not matched with the teacher reviews the work to provide an objective perspective. Additionally, the program coordinator reviews all portfolios and each candidate presents at a colloquium event. Extended stakeholders, including the superintendent, associate superintendents and site administrators and board of directors are present and ask questions of the candidate regarding their growth over time and next steps. If all requirements have been met, the program coordinator prepares a verification form. The program coordinator transfers the documents to the credential analyst, who reviews the certificate of completion and applies to the California Commission on Teacher Credentialing for the participating teacher's professional clear credential. It is the expectation of the district that each participating teacher will complete induction requirements during their first two years of employment with the district. In interviews with the credential analyst and the program director, it was reported that participants meet the expectation for timely completion.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The design of the San Dieguito Union High School District Induction program is continually modified and revised to align with State and district standards and to better meet the needs of the Participating Teacher through ongoing reflection and evaluation by all stakeholder groups.

Throughout the year formal and informal surveys and questionnaires are completed by all stakeholders who are integral in providing formative and summative feedback. All results are examined and evaluated annually for alignment to induction program standards by the teacher induction advisory committee and the induction leadership team. Modifications and revisions to the program are made and approved by the advisory committee in order to improve the effectiveness, quality and structure of the teacher induction program. Review of the Biennial Reports as well as interviews with the advisory committee, program coordinator, support providers, and program secretary confirm that there is ongoing program and unit evaluation and improvement.

Iterative self-assessments and reflections describe a participating teacher's growing proficiencies throughout the teacher induction program; and are assessed at the end of each year by support providers and program coordinator to verify participating teachers' competence. These self-assessments were reviewed, and interviews with candidates and program completers verified the effectiveness of these assessments. The program coordinator is evaluated by an administrator using the CSTP and local assessment tools, in accordance with the contract for certificated employees. The program secretary is evaluated by the program coordinator and an administrator using local assessment tools, in accordance with the contract for classified employees.

Data related to candidate and program performance is monitored, evaluated, and serves as the basis for program modification to ensure that candidates are qualified, proficient, and competent. Advice and Assistance meetings verify correct placement and participation in the teacher induction program. Mid- and end-year induction portfolio reviews monitor the Participating Teacher's progress and provide regular feedback on meeting credential requirements. For Education Specialists, the Participating Teacher and the Support Provider review the Transition Plan and initiate an initial induction plan within 60 days of hire. This initial assessment determines the initial course of professional development and inquiry for an education specialist in the teacher induction program. Education specialists consult with the teacher induction program coordinator, director of special education and other induction and/or special-education personnel as needed. Only Participating Teachers who have met all requirements as outlined in induction program standards are recommended for a professional clear credential. During interviews, participating teachers and support providers in both programs strongly reinforced that the program is diligent in making the expectations clear and monitoring for successful completion from their first day in the program through the final recommendation. Each stakeholder group also cited several instances of data collection and analysis, such as surveys, evaluations and conversations that are used to assess program effectiveness. Modifications are made on a regular basis to make the program responsive to candidate needs and integrate clearly with the district's vision of excellence.

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

San Dieguito Union High School District prioritizes their commitment to the teacher induction program by allocating necessary financial resources, facilities, professional development, office space, personnel, and technology. The superintendent of the school district stated that in a long list of programs that were considered for budget cuts during the recession, teacher induction was never on the list to be reduced. The budget provides for the coordination, admission and advisement, curriculum and professional development, individual support, and assessment management.

An on-site review of annual budgets and related documents, along with interviews of support providers, candidates, and completers, confirm that adequate resources and personnel have been available to meet diverse candidate needs. The budget includes provisions such as a program coordinator, a 49% program secretary, support provider salaries in a partial release model, substitute pay for observations and conferences, office and meeting space, mileage, office supplies, and program fees due to the Commission on Teacher Credentialing. However, the team was informed that administrative support will be curtailed after this site visit. As the number of candidates served increases, administrative support for the program will be needed to maintain an appropriate level of services.

Interviews with the associate superintendent of human resources, the program coordinator, and the program secretary confirm compliance with state and district fiscal requirements. The associate superintendent of human resources reviews all expenditures. The program coordinator collaborates with the associate superintendent of human resources to monitor and adjust the teacher induction program budget. The district business services department monitors the program in compliance with standard accounting practices.

Standard 4: Faculty and Instructional Personnel

Standard Met

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

Findings

Evidence from program documents including the support provider information and applications, roles and responsibilities documents, calendars and training agendas and interviews confirms that support providers are qualified to perform their responsibilities. The application process for support providers includes screening of written applications as well as a classroom observation by a member of the Peer Assistance and Review Joint Panel. On-site review revealed that final selection of support providers is the responsibility of the Associate Superintendent of Human Resources. All support providers reapply annually. The Associate Superintendent of Human Resources gives the list of support providers to the program coordinator who then matches support providers with participating teachers. Priority is given to on-site matches, with secondary emphasis on content. When the general education support provider does not hold the same single subject credential authorization, additional assistance is provided by the department chair and district content area specialists. Interviews with candidates and support providers as well as a review of match-up documents indicates that support providers for education specialist participating teachers have the same education specialist authorization(s) as the participating teachers and are currently working, or have worked in the past, in similar special-education environments. Participating teachers in the education specialist program emphasized the importance of having support providers with the same experience, background, and knowledge of student needs and legislative regulations.

Support providers serve on a part time release model, supporting participating teachers and serving as faculty for teacher induction professional development sessions. They support six to eight teachers based on the percentage of release time provided, and are instrumental in providing the new teacher orientation. The program coordinator also serves as a support provider and professional development provider. Interviews with institutional and program leadership and candidates confirmed that support providers are identified as content experts in areas in classroom management, reluctant learners, assessment, equity and diversity, multiple intelligences theory, special education, English language learners, conflict resolution,

technology, and state standards and frameworks. They demonstrate skills in working with adult learners.

Additional training is provided by district administrators and teachers who are chosen by the teacher induction leadership team for their expertise in specific topics. The superintendent noted that the expertise of the support providers contributes to all candidates learning to teach effectively within the rigorous expectations of the district. Interviews with the Superintendent and Assistant Superintendent of Human Resources, Associate Superintendent, Educational Services indicate that the induction program including the induction seminars and support providers are viewed as 'crucial' to provide a framework to give information and individual support to all new hires and helping them become effective members of the district and learning the 'San Dieguito way'.

Support providers reported that their contributions to the professional development of teachers is revered and respected in the district. One site administrator said that he began his career in BTSA, and still counts his support provider as a mentor. The district recognizes the service of support providers and professional development providers, who serve as volunteers in the district.

Support providers who are the primary support for professional development complete an application annually which includes demographic information as well as abilities and professional skills. A review of applications confirmed that Support Providers in SDUHSD have a variety of single subject credential areas and subject matter competencies; they are experienced in working with the diversity within the schools in the district. Training documents and interviews with program staff and candidates provide evidence that support providers and faculty demonstrate knowledge of and sensitivity to student diversity.

In addition to the foundation of knowledge and skills related to academic standards, frameworks and accountability systems that drive the curriculum of public schools support providers meet regularly with the induction leadership team for program-specific training, collaboration, ongoing skill building and to remain current with changes. Interviews with every stakeholder group highlighted the depth of preparation in common core state standards and strategies has been an area of emphasis for both professional development sessions and support provider individual work with participating teachers.

A review of advisory committee rosters and agendas, IHE collaboration meeting agendas and interviews with the program coordinator, Associate Superintendent of Human Resources and Advisory Board members, including IHE representatives, substantiated that the program collaborates regularly with colleagues from across the district, as well as with university partners, through the teacher induction advisory committee as well as Cluster 5, "BTSA 10" (a group of coordinators/directors who collaborate regularly) and IHE collaborative meetings.

Review of support provider training calendar, supported by support provider and program coordinator interviews confirms that support providers receive initial training in the Formative Assessment for California Teachers (FACT) system and related coaching skill building modules

at the San Diego County Office of Education. Support providers and other PDPs follow up with ongoing meetings with the program coordinator to discuss specific expectations for implementation within the district. They continue training through ongoing meetings with program and district administrators to integrate services with the priorities of the district. In addition to ongoing training specific to the teacher induction program, support providers are encouraged to maintain a regular schedule of professional development built around their own teaching assignments. The program coordinator contacts professional development providers well in advance to schedule their presentations, providing them with previous Power Points, evaluations, current objectives, and personal notes

The process for evaluating the performance of support providers includes participating teacher feedback via mid-year and end-of-year surveys, accountability logs, attendance at support provider meetings and trainings and professional development/growth within the past year. Interviews of the program coordinator and the Associate Superintendent of Human Resources confirmed that results are incorporated in the decision to retain support providers. Support providers who have not demonstrated effective practice are not re-selected to continue. Professional development providers receive similar assessments of their work and are retained at the discretion of the program leadership, based on evaluations and observations of their work.

Standard 5: Admission

Standard Met

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

Findings

Evidence from documents and interviews with the program coordinator, Associate Superintendent of Human Resources, and credential analyst describe a clear admittance process for candidates to be admitted to the SDUHSD teacher induction program. Program staff work with SDUHSD on collecting admission data and identifying eligible participants based on commission adopted requirements and eligible employment status. The credential analyst and the human resources secretary in charge of teacher contracts assists with eligibility and admission through initial contact with new hires and advisement as they complete the BTSA/Induction New Hire Notification form. She then provides the notification form to the program coordinator. The credential analyst informs new hires of their eligibility and responsibility to participate in an induction program to complete their credentialing process at the time of hire and/or during orientation in August. The program coordinator also informs participating teacher candidates of their eligibility for Induction program admission at an Advice & Assistance meeting held during orientation in August or within 60 days of hire. After

verification of eligibility, the participating teacher signs a teacher induction participating teacher memorandum of understanding.

The teacher induction program offers the traditional, two year clear credential program. The Early Completion Option (ECO) for experienced and exceptional candidates is offered on an application basis. The program currently does not have any ECO candidates.

The hiring process is completed at the district level, and eligible candidates are referred to the teacher induction office. The program has no control over the demographics of participating teachers. However, interviews with IHE representative and human resources confirm that the district application and interview process seeks candidates from diverse populations.

Only teachers with appropriate pre-professional experiences including a preliminary credential and eligible employment status are eligible to enter into the Teacher induction pathway. All teachers hired to work within the district have appropriate personal characteristics that include sensitivity to California's diverse population, effective communication skills, basic academic skills and prior experiences that suggest a potential for professional effectiveness.

Standard 6: Advice and Assistance

Standard Met

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

Findings

Review of meeting agendas and interviews with the program coordinator and credential analyst validated that San Dieguito Union High School District's Teacher induction program provides qualified personnel to advise participating teacher candidates on their eligibility for Induction and appropriate placement. The program coordinator receives training through BTSA 10, Cluster 5 meetings, and IHE collaborative meetings. The program coordinator works closely with the credential analyst to determine participating teacher candidates' eligibility and placement. The program coordinator along with the assigned support provider and site administrator advise candidates in their academic, professional, and personal development.

Review of completion documents and interviews with the program coordinator, support providers and candidates confirmed that information and advisement are available to all candidates. Candidates can review program options at the program's publicly available website. The program coordinator informs participating teacher candidates of their eligibility for Induction program admission at an advice and assistance meeting held during orientation in August or within 60 days of hire. Participating teachers are informed of their responsibility to collect evidence of their reflective practice and to what they need to do to document the progress they make toward a professional clear credential. The advice and assistance meeting

includes information on the Early Completion Option (ECO), however, no candidates have applied for this option in recent years. Education specialists new to the district meet for a subject-specific session with the district director of special education during orientation. The associate superintendent of educational services reinforced that the induction program is diligent in providing timely, relevant information. All candidates reinforced that expectations are clear and the program coordinator and support providers are immediately responsive. One candidate mentioned that you can't fall too far behind or you will receive a gentle prod guiding you back on track.

The program coordinator, support providers and district staff are available to provide advice and assistance to candidates as they progress through the program. Participants attend monthly seminars where they receive professional development and additional support. Support providers meet with the teacher from one to four times monthly, observe candidates on average of ten to fourteen times a year, and provide guidance as candidates engage in the FACT formative assessment system. Review of program documents and interviews with support providers, candidate and program staff confirms this process is implemented as designed.

Only teachers who have met all requirements as outlined in induction program standards are recommended for a professional clear credential. The Executive Director of Instructional Services stated that the district has enormous faith in the teacher induction program. Teachers within the program learn to be reflective educators and show evidence of meeting both credential requirements and district expectations.

The program reviews portfolios in a variety of ways. Support providers assess the teachers they support at a mid-year and end-of-year review. During annual reviews of teacher induction portfolios, the participant first uses a checklist to self-assess their own work followed by their support provider review. The support provider gives feedback on whether the expectations have been met via either a checklist with an action plan for benchmarks not met or an email including the information. For the end of year review, a different support provider provides an objective assessment of the each participating teacher's progress using the portfolio rubric to ensure that program competencies are met and that program requirements have been completed. The program coordinator provides a final review of the portfolio and develops a Statement of Concern for each teacher that is not meeting benchmarks. This statement includes a performance improvement contract to remedy the situation. This ensures that each participating teacher receives guidance based on their progress and performance and has the opportunity to complete Induction program requirements. When all program requirements are met, the program coordinator completes a verification of completion.

The Education Specialist Participating Teacher and the Support Provider review the Transition Plan and initiate an Individual Induction Plan (IIP) within 60 days of hire. When a Transition Plan is not available an alternate document is utilized to assess current practice and create an interim action plan. They consult with the Teacher induction Program Coordinator, Director of Special Education and other Induction and/or special-education personnel as needed. The

Education Specialist Participating Teacher has access to additional support through site department chairpersons, special education leads and the district's office of special education. Education specialist participants engage in the same advisement and portfolio review process as general education candidates as described above.

Standard 7: Field Experience and Clinical Practice

Standard Met

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

Findings

San Dieguito Union High School District's Induction program uses the Formative Assessment for California Teachers (FACT) system to provide planned sequence of experiences designed to help candidates develop and demonstrate the knowledge and skills necessary to educate and support all students effectively and show application of the CSTP. The process includes opportunities for the candidate to work with the support provider to plan instructional experiences, assess student learning, create equitable and effective learning environments and reflect on personal professional growth. The Continuum of Teaching Practice is used at key points through the program to help assess candidate professional growth over the course of the induction program. The Superintendent expressed a strong belief in the teacher induction program as it prepares the teachers to meet the learning needs of the students in the district and stay current with district policy. A review of agendas, professional development materials and formative assessment documents clearly shows that candidates engage in research-based process, develop and demonstrate the knowledge and skills to support their students in meeting the state-adopted academic standards and develop strategies for improving student learning. In addition to the formative assessment process, teachers attend monthly seminars and create a brief action plan reflection for each including a strategy that they learned, how they implemented it, how effective the implementation was and a plan for follow up. The Associate Superintendent and Executive Director of Educational Services both affirmed that teacher induction is so strong that they only wish that they could have every teacher in the district participate in the program.

Interviews with the program coordinator and candidates verify that education specialist candidates and their support providers consult with the teacher induction program coordinator, director of special education and other induction and/or special-education personnel as needed. The IIP is reviewed by the SDUHSD Induction Program coordinator and district director of special education.

Evidence from employment documents supported by interviews with the program coordinator and Associate Superintendent for Human Resources, site administrators, and support providers corroborate that the program has clear criteria for the selection of partial release support providers who also serve as professional development providers. A job description and annual application process ensures that those selected are able to effectively provide guidance and support to candidates. The candidate's school of employment is used for field-based experiences. If candidates are unable to complete any element of program requirements within their classroom of record, arrangements are made to enable candidates to do so in alternate settings. Interviews with the program coordinator, support providers and site administrators confirm that program staff, including support providers, collaborates with site based personnel to provide a coherent system of support. Principals and associate superintendents indicated that one of the things they value about the program is that the program is so collaborative.

Program documents and interviews provide clear evidence that candidates receive extensive support and assistance from assigned support providers. Support providers are trained in coaching and collaboration with issues related to the CSTP, induction program standards and academic content standards. Support providers observe participating teachers' classroom practice 10-14 times each year, both formally and informally. The data gathered from observations forms the basis of guided, reflective conversations between participating teachers and their support providers, focusing on pedagogy, student achievement and differentiation to best meet the learning needs of a wide variety of students. For the education specialist participating teacher, observation data includes the education specialist participating teacher's interactions with students and supports provided for special-education students.

Site administrators and program staff were able to identify multiple opportunities for candidates to participate in additional professional development both at the school site and provided through the district. Professional development for teacher induction candidates focuses on pedagogy to help participating teachers address student diversity within the context of their teaching assignments. Interviews with site administrators, program leadership, support providers and candidates indicate that required professional development and formative assessment activities provide ongoing opportunities to experience and reflect on issues of diversity that affect school climate, teaching and learning.

The superintendent, associate superintendents and principals all indicated that one of the things they value about the program is responsive to the design, implementation and assessment of district and participating teacher needs. The advisory board discussed their role in reviewing evaluation data for professional development sessions and helping adjust sessions to remain current and meaningful for the participants and the district.

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.

Findings

San Dieguito Union High School District sponsors second tier programs only so this standard does not apply.

Standard 9: Assessment of Candidate Competence**Standard Met**

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

Findings

Candidates demonstrate professional knowledge through Formative Assessment for California Teachers and monthly professional development action plans and reflections. Interviews with the program coordinator, support providers and participating teachers indicate that the feedback and progress monitoring provided by support providers and program coordinator serves as supporting evidence of participating teachers' ability to differentiate, scaffold, and effectively support all students in meeting the state-adopted academic standards. The district superintendent, a strong supporter of the district's induction program, described a generation of teacher induction participants who became support providers and administrators. One site administrator credits the teacher induction support system with his success in both the art and science of teaching.

Program completers stated in interviews that the program gave opportunity to be creative risk-takers, allowing them to try new things in their pursuit of effective practice. Some of the tools in the FACT system have served teachers in subsequent years. One completer stated he still uses a pre-assessment tool from FACT to inform instruction.

Candidates from both programs meet the commission-adopted competency requirements, as specified in the program standards. Assessment documents including semi-annual checks of each Participating teacher's induction portfolio as evident in mid-year portfolio checklist, portfolio rubric sample, statement of concern sample, FACT documentation and supporting evidence, self-assessment documents indicate that competency is reached. During interviews, both the support providers and candidates verified that the assessment process is implemented as designed and shared anecdotal evidence of the growth that occurred because

of the review process. This objective assessment of the each participating teacher's progress ensures that program competencies are met and that program requirements have been completed.

General Education (MS/SS) Induction

Program Design

The SDUHSD Induction program facilitates the transition from teacher preparation to teacher induction, building upon and providing opportunities for demonstration and application of the pedagogical skills acquired in the preliminary credential program as confirmed in program documents. Collaboration between the teacher induction program and the LEA, the San Dieguito Union High School District (SDUHSD), offers multiple opportunities for support and professional development of candidates in their early years of teaching. These skills are designed to enhance the participating teacher's teaching abilities and reflect inquiry-based methodology and reflective practice. The program coordinator and Assistant Superintendent of Human Resources both stated that the program effectively articulates with preliminary teacher preparation programs and 7-12 organizations in order to accomplish these goals.

Program documents and interviews with the program coordinator and Assistant Superintendent of Human Resources confirmed that the teacher induction program collaborates regularly with school-district personnel partners including consultation of educational services personnel regarding curricular and instructional priorities, and the credential analyst for identification, eligibility, requirements for participation, and completion. The results of this collaboration are evident in the high regard this program has within the district and the satisfaction of its completers with the knowledge and skills acquired during participation.

During interviews, support providers and participating teachers indicated that the program is relevant to the conditions of teaching and learning within their district context. Provision of coordination of the administrative components of the program, such as admission, participant support and assessment; support provider preparation and program evaluation was demonstrated through documents reviewed and confirmed during interviews with various stakeholders. The program and its district have provided numerous workshops, demonstration lessons, and individual support to aid district teachers in learning Common Core State Standards and accompanying best practices. Appropriate personnel have been assigned to address all the administrative components of the program and every stakeholder group commented on the high quality of leadership provided by the program coordinator. It is his dedication to the work, his constant attention to detail and never-flagging work ethic that results in an exemplary program, and one that reflects "the San Dieguito way."

Stakeholders reported that during the week-long orientation to the district, its programs and individual school sites, the teacher induction program introduces its two-year structure of extended preparation and professional development that prepares participating teachers to meet the academic and diverse learning needs of all P-12 students in the school district.

Evidence from documents, confirmed by program director, program coordinator, and participating teachers indicated that participating teachers first receive information on the program, its assessment processes and program completion criteria at advice and assistance meetings shortly after they are hired. This same information is reviewed and expanded upon at later professional development seminars and in one-on-one meetings with support providers. Participants indicated that part of every seminar is dedicated to eliciting and responding to participant questions and concerns, and that program staff are meticulous about responding either immediately or within a very short time frame.

The Assistant Superintendent of Human Resources and program coordinator stated that the SDUHSD Induction Program utilizes several education tools to assess program effectiveness and guide program design and modification. Collaboration between the teacher induction program and administrators establishes a professional educational community that ensures that structures are in place that support the activities of teacher induction as evident in interviews with site administrators, program coordinator, and assistant superintendent of human resources. The Assistant Superintendent of Human Resources also indicated that she works collaboratively with the program coordinator to examine teacher portfolios. An example of collaborative effort is the integration of Common Core State Standards into professional development seminars. Participating teachers and the program coordinator indicated that participating teachers provide critical feedback after each monthly professional-development seminar in addition to completing anonymous mid and end of year surveys. Support providers and site administrators also take part in the program surveys to provide feedback on program design.

Struggling participating teacher are provided opportunities for on-site professional development and support as needed. Support providers, participating teachers, and site administrators stated that everyone rallies to make sure new teachers are supported to optimize participating teachers' success to overcome challenging aspects of participating teachers' work environments, in order to effectively transition participating teachers from teacher induction to the role of professional educator. One participating teacher mentioned that the program personnel went out of their way to support him after the death of a family member, finding ways to help him catch up on work missed and make crucial program deadlines.

The program uses a combination of the FACT formative assessment system and a carefully designed series of professional development opportunities to provide systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. Support providers then reinforce implementation in a context-specific, job-embedded setting. Interviews confirmed the value of formative assessment in guiding classroom practice. Participating teachers initially complete the FACT documents independently but then enter into deep reflective discussions about the work with their support provider. Support providers observe their participating teacher 10-14 times and discuss what was observed. Repeatedly, the participating teacher is asked to reflect upon teaching experiences and lessons learned. At the end-of-program colloquium, each participating teacher shares their personal experience in the program, highlighting what they

have learned, where they have grown, what lessons they will take with them into future classroom practice.

In addition, to the intensive individualized support and assistance provided by the support provider, the program design also offers collaborative experiences both with colleagues and district resource personnel. Monthly seminars offer information on a variety of topics and each session is designed to discuss the needs of the seminar participants. An inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession, helps beginning teachers learn the language of the profession while deepening their level of practice.

Course of Study:

Basic components of the formative assessment system include self-assessments of the CSTP and induction standards, action research, reflections, and formal and informal observations by support providers, all designed to improve teaching practice. All components are based on the California Standards for the Teaching Profession (CSTP) and are in alignment with the P-12 academic content standards. Evidence from program documents and interviews indicated multiple opportunities to examine growth in practice; planning and delivering instruction is a collaborative process with their designated support provider, as evident in self-assessments, post observation reflections, analysis of student work. As part of FACT, participating teachers and support providers collaborate to develop professional goals via an Individual Induction Plan (IIP), based on participating teachers' assignments, 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 area of focus. The Individual Induction Plan is a working document and is periodically revisited for reflection and updating.

The program coordinator and support providers stated that formative assessment is the cornerstone of the work for support providers and professional development providers. FACT also promotes and develops professional norms of inquiry, collaboration, data-driven dialogue and reflection to improve student learning through a series of modules that include specific tasks and reflections. Many completers stated that inquiry and reflection are still ingrained in their daily practice. Participating teachers, completers and program coordinators indicated that participating teachers utilize self-assessment tools along with mid and year end benchmarks to guide their progress through the inquiry-based Formative Assessment for California Teachers (FACT) system, in addition to their action plans and post observation reflections based on the CSTPs. These documents provide feedback to participating teachers on their progress through the program and allows for multiple opportunities to improve professional practice.

The course of study used in the program is the Formative Assessment for California Teachers (FACT) system. Teachers are given the opportunity to document various aspects of their practice through participation in professional development, development of a seminar action plan over a period of time, and completion of post-informal observation reflections and formal scripted observation reflections. Participating Teachers indicated that one of the monthly professional development seminars on language support strategies was relevant to their

practice regardless of content area. Site administrators confirmed that participating teachers demonstrate the ability to provide comprehensive language support strategies that greatly benefits language learners at all school sites.

Support providers serve as the primary source of support, advice, and assistance in completing the FACT system, giving participating teachers the opportunity to apply, demonstrate and expand upon the pedagogical knowledge and skills acquired in the preliminary credential program as they complete FACT system tools. Support providers guide participating teachers through observations and one-on-one meetings where they review participating teachers' lesson plans, student work and a variety of entry-level, progress-monitoring and summative assessments. Multiple stakeholder groups confirmed that support providers observe each participating teacher 10 to 14 times a year to document the practice of the participating teacher, using FACT system tools to enable participating teachers to reflect upon their professional practice to meet diverse student learning needs. Participating teachers utilize self-assessment and the Continuum of Teaching Practice as tools to reflect on their growth across all of the California Standards for the Teaching Profession (CSTP) and to guide reflective conversation with their support providers.

Program completers stated they valued the fact that the program gives beginning teachers the opportunity for creativity and freedom to try various strategies in a non-evaluative environment and that assessment strategies utilized in the FACT systems are maintained in their practice to inform future instruction.

Assessment of Candidates:

It is the state's expectation that while experiencing the induction program, participating teachers grow and improve in their ability to reflect on and apply the California Standards of the Teaching Profession (CSTP) and the specific pedagogical skills for subject-matter instruction, beyond what was demonstrated for the preliminary credential. Site administrators, support providers, and completers confirmed that this is the program's expectation as well. Participating teachers demonstrate the ability to utilize the adopted academic-content standards and performance levels for students; curriculum frameworks; and instructional materials in the context of their teaching assignments. The superintendent indicated that many induction program graduates go on to become teacher leaders and site administrators that effectively demonstrate both the art and practices of teaching.

Support providers and participating teachers noted the use of the Continuum of Teaching Practice as the tool to assess practice and review growth over time in connection to the CSTP. The program coordinator and Associate Superintendent of Human Resources stated that participating teachers receive progress monitoring through mid and end of each year feedback to determine completion and growth in practice through the program. When participating teachers are not able to meet program expectations, additional support is provided where needed. Near the end of year two of the program, a portfolio review assesses participating teacher portfolios for completion, professional competency and growth in practice. Participating teachers share their induction journey at a colloquium. In preparation for the colloquium, participating teachers work with their support provider to reflect on their growth

in their time in induction and identify what they would like to present to an audience of stakeholders including site administrators, program staff, associate superintendents, the superintendent, and members from the board of trustees. Stakeholders in attendance ask participating teachers reflective questions about their growth over time, and how they plan to apply learning to future teaching.

Findings on Standards:

After review of the institutional report and supporting documentation,; and after conducting interviews with participating teachers, completers, support providers, district office personnel, and employers, the team determined that all program standards are fully **Met**.