

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Riverside County Office of Education**

Professional Services Division

April 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at the Riverside County Office of Education (RIMS-BTSA Professional Teacher Induction Program). The report of the team presents the findings based upon reading the Site Visit Documentation, review of supporting evidence and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject/Single Subject Clear	6	5	1	
Educational Specialist Clear	7	6	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

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

Institution: Riverside County Office of Education

Dates of Visit: March 5 – March 8, 2012

Accreditation Team

Recommendation: Accreditation

Rationale:

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

Common Standards

The entire team reviewed each of 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 – General Education (MS/SS) Induction and Clear Education Specialist Induction

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education Induction Program and the Clear Education Specialist Induction Program. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The site visit team found that all program standards are **Met** with the exception of Program Standard 1 which was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) teacher work, interviews with program leadership, district administrators, credential personnel, institutions of higher education representatives, support providers, participating teachers, completers, and advisory board members. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, with the exception on one standard being **Met with Concern**, the team unanimously recommends a decision of **Accreditation**.

It is the team's further recommendation that during the follow-up year (2012-13):

- 1) A 7th Year Report is required addressing the issue below.
- 2) Review the implementation of intensive and individualized support for participating teachers at all satellites, working toward a more cohesive support provider/participating teacher match resulting in a higher level of satisfaction with participating teachers. Make adjustments in the training of support providers in the use of the RBO for the purpose of encouraging greater collaboration between the support provider and the participating teacher.

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

Advanced/Service Credentials

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

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Riverside County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Riverside County Office of Education 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 Lead	Cathy Szychulda Tehama County Department of Education
Common Standards	Teresa Stringer Irvine Unified School District
	Patricia Beal Retired
Program Sampling	Jane Blomstrand Contra Costa County Office of Education
	Karen Costa-Smith Sanger Unified School District
Staff to the Visit	Paula Motley Consultant

Documents Reviewed

State Survey Data	UCR Focus Group Results	Program Assessment
SP Training Agendas	RBO Data System	Biennial Report
Inquiry Support Session Evaluation	PT Journey	PDP Agendas
PDP Evaluation	Support Service Logs	Eligibility Documentation
Budget	Admission Process Graphics	MOUs, Contracts
Orientation PPT (Site Visit)	Program Leadership Rosters	Governance Team Agendas
District Liaison Agendas and PPTs	SP Training	Inquiry Support System Agendas
Newsletters	Education Specialist Regional Meeting PPT	RIMS-BTSA Booklet
Program Summary	Common Standards Narrative	Email Communications
PT Resources	Education Specialist How To Guide	Individual Induction Completion Plan
Biennial Report Response	ES Caseload Student Profile	Statewide EL Presentation
ES Conversation	ISS Menu of Options	Training Team Meeting Calendars
Feedback Analysis Data Sheets	Eligibility and Admissions Advisement Form	Credential Advisement Workshop Flyer
PT Enrollment Packet	PT Enrollment Confirmation	Transfer Process
SB 57 Application Form	Ed Specialist Placement Request Packet	Ed Specialist Induction Completion Plan
Satellite and Program Contact Responsibilities	Applying for Your Clear Credential Booklet	Consent Form Data - Background
Colloquium Schedule	Mid-Year and End-of-Year Summary Report	Non Completer Letter
SP Training Calendars	Key Data BTSA Report	Feedback Analysis Data Sheet

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	135	73	208
Completers	20	23	43
Employers – Site Administrators	25	26	51
Unit Leadership	2	2	4
Faculty/Professional Development Providers	15	15	30
Program Leadership	66	32	98
District Liaisons	20	10	30
Field Supervisors – Support Providers	51	75	126
Credential Advisors	22	8	30
TOTAL			620

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

Riverside County Office of Education is the program sponsor for the RIMS (Riverside, Inyo, Mono, and San Bernardino County)-BTSA Professional Teacher Induction Program. The program is located in southern California with a unifying motto of ‘Mentoring Generations of Extraordinary Teachers’ between the four counties in their consortium. The fundamental vision and mission of the RIMS-BTSA Induction Program is to promote teacher effectiveness to ensure student success. Their induction programs are built upon the philosophy that improving student achievement is best accomplished through improved teacher quality.

This consortium offers two programs; the General Education (Multiple Subject/Single Subject) Induction program, and the Clear Education Specialist Induction program. The General Education Induction Program and the Education Specialist Program are purposefully closely aligned. The program currently serves 1,107 teachers, with 526 Support Providers.

Counties in the consortium include Riverside, Inyo, Mono and San Bernardino, which cover a geographical area of approximately 40,500 square miles. These counties combined serve a diverse PreK-12 student population of 853,000 with a demographic makeup of 50% Hispanic, 28% White, 7% African American, and 15% other/none reported. Of these students, 22% are English Learners, and 55% of the students participate in the free or reduced lunch program.

Education Unit

The RIMS-BTSA Consortium Professional Teacher Induction Program represents a large consortium of four county offices of education (Riverside, Inyo, Mono, and San Bernardino), two institutions of higher education (California State University, San Bernardino and University of California, Riverside), and 117 additional participating agencies across California, including public school districts, charter schools, private schools, and the California Education Authority.

The consortium is divided into six satellites; Satellite 1 – Riverside Metro, Satellite 2 – Riverside and Low Desert, Satellite 3 – Riverside County South, Satellite 4 – San Bernardino – Urban, Satellite 5 – San Bernardino High Desert, and Satellite 6 – Inyo and Mono. There is a cohort for the California Education Authority and in addition, the consortium is currently piloting a virtual induction program this year.

Each agency within the consortium has specific roles and responsibilities. The Riverside County Office of Education, the program sponsor, is responsible for the coordination and implementation of the program. Inyo, Mono, and San Bernardino counties support these efforts as cosponsors. California State University, San Bernardino, College of Education, provides curriculum and instructional support to the program. The Teacher Professional Development Program at the University of California, Riverside, Graduate School of Education, is responsible for data collection and research studies for the program.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency or Association Reviewing Programs
Multiple Subject/Single Subject Induction	Advanced	984	1102	CTC
Clear Education Specialist Induction	Advanced	70	37	CTC

The Visit

The team consisted of 4 team members and 1 team lead. The team had two conference calls prior to the visit to discuss initial thoughts and questions generated from reading the site visit documentation. The visit began on Monday, March 5, 2012. The team members convened at the hotel Monday afternoon for a lunch meeting and reviewed the site visit schedule, stakeholder questions, while building community within the team. After meeting, the team attended an orientation at the Riverside County Office of Education, which included a comprehensive overview from the program director about the consortium, and also introduced to the Governance Team. The team was given a tour of the facilities and access to program documents. The rest of the afternoon was spent interviewing stakeholders, reviewing program documents, and specific data. A team meeting was held the first night where the team reviewed each Common Standard and the areas of Program Standard sampling, and identified what additional information was needed to confirm the program was meeting standards. Interviews and document review continued on Tuesday and Wednesday. On Tuesday afternoon, a Mid-Visit report was shared with program leadership. The team also met with program leadership Wednesday morning for a current update and submitted a request for additional evidence. Final consensus on all standards was reached on Wednesday evening. The exit report for program leadership and invited stakeholders was held at one o'clock on Thursday, March 8, 2012. There were no unusual incidences during the 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.

The Riverside County Office of Education has developed and articulated a clear vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The program motto of Mentoring Generations of Extraordinary Teachers is proudly displayed on the program logo.

The Director, Project Managers, District Liaisons, University Partners and Institutional Advisory members, are actively and regularly involved in the organization, coordination, governance and accountability of the RIMS-BTSA program. The shared partnership is evident and strong with strong commitment to the program and teaching improvement, retention and helping candidates obtain a California Clear Teaching Credential.

The Induction program leadership has the authority and institutional support needed to create effective strategies through a system of extended support, which moves participating teacher from pre-service to their clear credential and works to meet the needs of all constituents and clearly represents the interests of each partner within the consortia.

The Induction program implements and monitors a credential recommendation process that is multi-layered with checks and rechecks to ensure that candidates recommended for a California Clear Credential have met all requirements. This includes interviews with RIMS-BTSA credentialing staff as well as district credentialing staff. The Riverside BTSA On-Line data system (RBO) also serves to validate participating teacher completion. Support and assistance is evident throughout the process for all involved including Participating Teachers, Support Providers, Program Leadership, and Credential Analysts.

Stakeholder interviews and program documents provide a clear picture of the strong collaboration between the Induction Program and all partners within the Consortia. Through interviews with program leadership, it was evident that collaboration and communication was interconnected and not just linear in structure. Faculty with the institutes of higher education, district leadership, and county office leadership communicate formally and informally to ensure an effective program is offered to the teachers of the RIMS Induction program. There is a clear level of understanding between all leadership levels. The relationships and commitments to each other and to the program are an evident strength of the program and deserve commendation.

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

The induction program implements an assessment and evaluation system that is monitored by University of California, Riverside (UCR). Confirmed through interviews, state survey results and program documentation, the state review team found the assessment and evaluation system to be an essential component of the program. For the purposes of efficiency and accuracy, the program has continuous monitoring processes in place to show timely and satisfactory progression toward completion. Processes are employed such as monitoring support service logs, completion on RBO, credential analysis at both the district level and at the Lead Educational Agency, Riverside County Office of Education level, to verify participation in both the Education Specialist Clear and Multiple Subject/Single Subject Induction programs. Participating teacher completion, as well as Support Provider contact is regularly reviewed and monitored through the RIMS-BTSA Online (RBO) system. Assessment results are periodically shared with the governance team.

Confirmed through interviews with the Program Managers and Support Providers, the RIMS leadership team regularly reviews candidate competence through the RBO system. The RBO provides status reports to constituent groups allowing more effective and timely support for Participating Teachers.

It was apparent to the state site review team confirmed through interviews that the RIMS governance team utilizes data results from various assessments regarding candidate and program completer performance and unit operations. Stakeholders shared examples of programmatic changes such the ReVision of the Formative Assessment for California Teachers (FACT) documents, refining of the process to self-assess on the on-line format of the Continuum of Teaching Practice, and development of expanded options of the Inquiry Support Session, among other modifications made in response to data.

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.

Riverside County Office of Education as the Lead Educational Agency receives the state allotted grant monies and takes full fiscal responsibility to commit designated funds for the purposes for which they are intended. The institution has a clearly outlined budget that is overseen and monitored by qualified financial staff. Riverside County Office of Education hires a portion of the induction program personnel, partnering with three other county offices, consortia districts and two universities to fully staff the program. Riverside County Office of Education, San Bernardino County Office of Education, The University of Riverside and California State University, San Bernardino provide facilities and other necessary resources in order to support the preparation of candidates effectively in order to meet the state-adopted standards for educator preparation.

All financial resources are consistently allocated for effective operation of each credential program. The monies are designated for coordination, admission, advisement, curriculum, professional development, instruction, field-based supervision, and assessment management. A portion of the state funds received by the program are provided to districts and provide partial reimbursements for expenses that districts incur through Support Provider stipends, substitute pay and other related expenses that serve and support Participating Teachers enrolled in the induction program.

District support funds take priority within the consortia to ensure that financial stability for partnering districts is not an issue within the induction program. Interview data indicates that the funding reliability provided by the program to the districts is appreciated and utilized.

During the current state fiscal climate, the leadership of Riverside County Office of Education views BTSA Induction as an essential strategy to leverage teacher effectiveness to positively impact student achievement. An example the team found of the program's dedication to include all teachers, is the partnership with both a virtual school providing virtual teacher support and providing support to teachers that work with incarcerated youth with the California Educational Authority.

Institutional Advisory board members indicate that the budget, state funding trends, changes to the grant allowance, and other fiscal concerns are shared regularly at leadership meetings and financial input is generated and considered in program needs and decisions.

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

The Education Specialist and General Education Induction programs, in partnership with the Riverside County Office of Education, selects and employs leaders, Professional Development Providers and Program Managers. Program Managers are the Professional Development Providers who oversee the activities of the satellite and cohort regions. Support Providers are selected through specific criteria designated by the program. Professional Development Providers are also utilized from the program's university partner: California State University, San Bernardino. The course instructors from the university partners are known for their research, teaching, and service, indicated on their resumes.

Through agendas of meetings and training evaluations, as well as through interviews, the RIMS Professional Development Providers are found to be reflective of the abilities and knowledgeable of attendee needs and the various ability levels of the 853,000 students taught by participating teachers within the consortia. Professional Development Providers work collaboratively to constantly improve the professional development trainings. The professional development team is a strong complement to the program; they are exemplary in collaboration and work as a cohesive, interconnected team.

Level II classes for the Clear Education Specialist Induction Program are offered through partner universities. SELPA directors are also utilized to provide training, information and support to Education Specialist participating teachers. RIMS-BTSA employs an administrator with a Clear Education Specialist Credential and expertise in special education. The Education Specialist administrator has oversight of the design and implementation of the Education Specialist Clear Credential Induction Program.

The governance team, which includes representatives from UC Riverside and CSU San Bernardo, program managers and various stakeholders, meet on a regular basis to discuss Participating Teacher support and learning in both the General Education and Education Specialist Programs. The overarching goal of the governance team is to improve student achievement by improving Participating Teacher teaching and learning. In interviews it was evident that collaboration takes place across many stakeholder groups and focuses on program improvement through the use of data.

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.

Through interviews with credentialing staff and a sampling of partner district credentialing staff, it is evident that the program's credentialing team has a detailed, comprehensive, and well-structured process for admission to the programs. The admission process includes initial contact with the Participating Teacher by the district credentialing staff, review of the participants credential requirements and any additional information such as prior experience, out of state licensing and credential designation. The verified documentation is then communicated to the program staff to complete admission. When a candidate is determined to be eligible credential information is entered into the RIMS-BTSA Online (RBO) system.

The program provides ongoing update meetings and summer trainings that are offered to all district credentialing staff and district liaisons to ensure collaboration and cohesiveness in the admission process. These meetings and trainings also include credentialing updates, changes to the system and other pertinent information needed to ensure an effective credential review and recommendation process.

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.

The program assigns qualified personnel to provide ongoing advisement and assistance to applicants/candidates (Participating Teachers) throughout their induction experience. Beginning with credential analysts, who determine eligibility of candidates; Program Managers who offer orientation to Participating Teachers, assignment of Support Providers, and participation in ongoing professional development, candidates are supported and monitored throughout their participation.

Participating Teachers are provided with information regarding program requirements and support beginning with orientation meetings, updates and reminders, and progress monitoring throughout their participation in the program. Successful completion of Formative Assessment for California Teachers and the staff development requirements ensures attainment of program requirements, and readiness for advancement in the education profession. Use of the RIMS-BTSA Online program (RBO) provides a monitoring tool for tracking Participating Teacher progress toward completion.

During a candidate's participation in the induction program, ongoing monitoring of progress and growth enables the program to offer remediation and/or support to Participating Teachers in need, whether additional time, Support Provider change, or additional professional development opportunities. The different levels of program support and collaboration reduce the chances of a Participating Teacher "falling through the cracks." If a candidate needs to withdraw from the program until a later time, due to personal circumstances, procedures are in place to deal with such situations.

Use of the online portfolio system RBO is monitored or reviewed by candidates, Support Providers, District Liaisons, Program Managers, and Credential Analyst--each with different access levels, according to relevant information for their particular information needs. This affords access to valuable data and crosschecking of data to ensure program quality.

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.

RIMS-BTSA, their IHE partners (University of California, Riverside and California State University, San Bernardino) and their P-12 school agencies utilize the FACT program to guide participants through a sequenced program focused on utilizing the Participating Teacher's classroom as the clinical setting where each Participating Teacher, with the guidance of his/her Support Provider, may progress through a series of "teacher tasks" which incorporate standards-based lesson planning, differentiation, assessment, data gathering and analysis, and reflection on their own practice. Coursework related to these topics is offered to candidates, and is presented by CSU San Bernardino and induction program staff. During a phone interview with five Participating Teachers, one made the comment that, "Support Providers give us competence and confidence." This use of their classroom to do personal "clinical research" affords the PT to habituate the practice of perpetual improvement of practice, resulting in students achieving greater academic success. Additional advanced professional development opportunities have been added to accommodate needs of Special Education teachers regarding their specialty area/ and or teaching context.

The program utilizes District Liaisons (one from each participating agency) to assist in the selection and pairing of Support Providers with Participating Teachers within the same district. During quarterly meetings criteria for selection of Support Providers is reviewed, and Program Managers collaborate with District Liaisons to ensure that each Participating Teacher is assigned a Support Provider.

Throughout the FACT process, Participating Teachers have the opportunity to work with their Support Providers, participate in various courses offered through the program, and plan their

required Inquiries where they examine issues of diversity, teacher effectiveness, factors affecting student performance, and next steps. Gathering and examination of data, and interpreting for implications are used to assist the Participating Teachers in becoming practitioners whose instructional choices are based on data and related to increasing teacher effectiveness, and hence, student performance.

Standard 8: District-Employed Supervisors

Not Applicable to BTSA Induction

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.

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.

Participating teachers in the Induction Program meet with credentialing staff at the district level to have their credential verified for eligibility for admission into the Induction program. During their two-year induction program, they receive ongoing professional development and guidance from their Support Providers. Review of program documentation throughout the induction experience is available through the RBO data collecting system. Credentialing staff reviews the final RBO documentation and validates the requirements for program completion.

Successful completion of the Formative Assessment for California Teachers (FACT) indicates that the participating teacher has demonstrated professional knowledge and skills needed and document professional competence, knowledge, and skills necessary to effectively educate and support all students in meeting the state-adopted academic standards.

Satisfactory completion of the FACT, demonstrating the ability to differentiate instruction, resulting in student achievement for all students, participation in required Professional Development opportunities, and measurement showing growth in the California Standards for the Teaching Profession are used to determine candidate competence.

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

Findings on Standards

Program Design

The RIMS-BTSA Induction Program represents a consortium of four County Offices of Education: Riverside, San Bernardino, Inyo, and Mono; two institutions of higher education: California State University, San Bernardino (CSUSB) and University of California, Riverside (UCR); and more than 117 participating agencies: public, charter, and private schools. The Lead Education Agency (LEA) is the Riverside County Office of Education. As the LEA, the Riverside County Office of Education is responsible for the coordination and implementation of the entire program. Inyo, Mono, and San Bernardino counties support these efforts as cosponsors outlined in MOUs. Leadership of the program includes one full-time director located at the Riverside County Office of Education, the lead sponsoring agency. Additional leadership is provided by Program Managers for each satellite and cohort throughout the region. Program Managers direct daily and ongoing contact with the specific agencies in their assigned areas. California State University, San Bernardino (CSUSB) College of Education provides instructional design for professional development support. The University of California, Riverside (UCR) Graduate School of Education assists in program monitoring, reporting, and research. They develop and monitor the RIMS-BTSA Online[®] (RBO[®]) data management system to track participant enrollment, attendance, and completion.

Each participating agency appoints a liaison to the Consortium. These liaisons coordinate the district level induction activities including the selection and assignment of support providers and the monitoring of these assignments. Quarterly regional meetings are held with all district liaisons to facilitate communication and program coordination.

The Induction Program uses the Formative Assessment for California Teachers (FACT) which focuses on the California Standards for the Teaching Profession, the P-12 Academic Content Standards, Curriculum Frameworks, Induction Program Standard 5 – Pedagogy, and Induction Program Standard 6 – Universal Access: Equity for All Students. Participating Teachers collect evidence of their teaching practice through documentation of the inquiry process in FACT. Evidence includes an Individual Induction Plan, lesson plans, analysis of student work, support provider observations, reflection and self-assessment.

The program uses the state BTSA Induction Surveys and other evaluative data from stakeholders to inform program decisions and make program improvements. Interviews with Support Providers and Site Administrators verified that the program has made significant changes over the past few years which have created an induction process, FACT ReVision, that more closely aligns with the Participating Teachers classroom practice.

The Education Specialist Induction Program is closely aligned with the General Education Induction Program. All Education Specialist Induction Program teachers are matched with a Support Provider who possesses a like credential. All Education Specialists' professional development is guided by the participant's professional growth goals and choices described in a Menu of Options.

Interviews verified that there is a strong communication within the program. Personnel at the program office, Program Managers, District Liaisons, the district and site level stakeholders clearly understand their roles and responsibilities in the program and receive program all necessary program information. Interviews also verified that there is a strong link between the Program Manager for the Education Specialist Program and the Support Providers and Participating Teachers.

Course of Study

All candidates attend an orientation at the beginning of the year, which is facilitated by the Program Managers. At the orientation, Participating Teachers receive information about program requirements and the processes in place to obtain their California Clear Credential. Education Specialists attend an additional regional meeting explaining the additional requirements for the Education Specialist credential.

Within the FACT process Participating Teachers demonstrate that they are deepening and applying their knowledge of the California Standards for the Teaching Profession (CSTP), the K-12 Academic Content Standards and the formative assessment process. Under the guidance of their Support Provider they focus on the ongoing process of planning and teaching, reflecting on the results, and making informed changes based upon evidence.

The Inquiry Support Sessions (ISS) are designed to build on teachers' pre-service university learning within their current context for teaching. Participating Teachers will select four sessions within the ISS that connect to their Individual Induction Plan. All participants will begin their personalized series with the "Guide to Induction" Inquiry Support Session. They will identify and examine the purpose and the plan for their induction experience. These sessions are facilitated by Program Managers and California State University, San Bernardino faculty.

The program provides extensive, ongoing support provider training to ensure that each Participating Teacher has the support and individualized assistance required for a successful induction program.

In addition to the general education requirements Education Specialist candidates have four additional requirements. These candidates need to create a professional growth goal, attend an additional professional development connected to their Inquiry. Candidate possessing a dual credential need to build in a teaching experience in a general education setting, and candidates who have a Level I credential need to complete Level II coursework at a university.

Interviews with Support Providers, Program Managers, District Liaisons, and Site Administrators verify that the program devotes time, energy and resources to develop and maintain well-trained Support Providers. In interviews stakeholders expressed the importance and value of the reflective process in FACT and the impact it has on teacher effectiveness and differentiating instruction to meet the individual learning needs of students.

Candidate Competence

Participating Teachers document their growth and competence during the induction period using the RIMS-BTSA Online[®] (RBO[®]) system. The RBO serves as an online portfolio and record of program assessments for the Participating Teacher. The Support Provider certifies the Participating Teacher's online records through a collaborative mentoring process and review of assessments to monitor the Participating Teacher's achievements along the way. The Program Manager monitors progress and meaningful engagement in the induction process.

Review of evidence and interviews with Participating Teachers, completers, Support Providers, District Liaisons, and Program Managers verify that Participating Teachers are able to track their progress toward completion on the RBO system. District Liaisons and Program Managers are able to monitor the progress of Participating Teacher and communicate with them regarding concerns. The RBO system is used to assess the candidate's competence and determine completion of the program requirements.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with various stakeholders, the team determined that all program standards are fully met for the General Education and Clear Education Specialist Programs except for the following:

Program Standard 1: Program Rationale and Design

Met with Concerns

Evidence reviewed and Participating Teacher interviews indicate a level of dissatisfaction in regard to Support Provider and Participating Teacher match which indicates that "intensive, individualized support and assistance to each participant" is not being achieved.