

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Baldwin Park Unified School District**

Professional Services Division

April 2015

Overview of This Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	5	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: Baldwin Park Unified School District

Dates of Visit: February 17-19, 2015

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of site visit documentation; electronic evidence; additional supporting documents available during the visit, interviews with site and district administrators, program staff, candidates, program completers, and IHE partners; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

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

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education Clear Induction Program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The site visit team found that five program standards were **Met** and one program standard was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of Baldwin Park's program documents, program data, formative assessment system, teacher work products, interviews with program leadership, including district administrators, credential personnel, Institutes of higher education representatives, support providers, participating teachers, completers and Steering Committee Members. The team unanimously recommends a decision of **Accreditation with Stipulations**.

Recommended Stipulations:

- 1) Baldwin Park will submit evidence that relevant stakeholders, in particular the Steering Committee and IHE partners (who have only started meeting in the last two months), meet on a regular basis to inform program improvement. Follow up will be in the form of the seven-year report and inclusion in the Biennial Report.
- 2) Baldwin Park will submit evidence that the program is receiving sufficient resources to allow for the sustainable operation of the Induction Program, in terms of coordination, clerical support and program development. Follow up will be in the form of the seven-year report and inclusion in the Biennial Report.

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

Advanced/Service Credentials: General Education (Multiple/Single) Subject Clear

Staff recommends that:

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

Accreditation Team

Team Leader:	Carry Tillery Corona-Norco Unified School District
Common Standards Cluster:	Susan Dickson Riverside County Office of Education Ana M. Gutierrez Monterey County Office of Education
Program Standards:	Anna Marie Villalobos San Mateo County Office of Education
Staff to the Visit:	Karen Sacramento Commission on Teacher Credentialing

Documents Reviewed

Preconditions (Program Admission Documents)	Portfolio Criteria Midyear and Final Advisement Form	PLC Trainings: Sign in sheets, Agendas, Handouts
Biennial Reports (2010 & 2014)	BTSA Orientation Power Point	PLC Calendar and Tracking Document
English Learner Transition Plan	Budgets 2012-2013 & 2013-2014, 2014-2015	Professional Development/PLC Evaluations
Program Assessment Document and Preliminary Report	Baldwin Park Human Resources Organizational Chart	Directors Meeting: Agenda and Minutes
Technology Professional Development	Continuum of Teaching Practice Annotated Document	Principals Meeting: Agenda And Notes
Use of Technology Form	District CCSS Professional Development Plan	Steering Committee Agenda and Minutes: Dec 17, 2014
Advisement Checklist	Professional Development Calendar	Curriculum Council Agenda
BTSA Completion Document	BTSA-IHE Collaboration Agendas	Local Survey Data, PT and SP
FACT Documents	Steering Committee Roster for 2014-2015	Portfolios for Year One and Two Candidates
Support Provider Application/Recommendation	Support Provider Logs	Early Completion Option Application
Participating Teacher Guidebooks	Support Provider Guidebooks	Peer Review and Discussion Documents
BTSA Completion Documents	Support Provider Meetings and Trainings	Reflective Journals
State Survey Data	Rubrics for IIPs	District LCAP

Interviews Conducted

	Team Member Interviews
	TOTAL
Candidates	7
Completers	8
Site Administration	7
District Administration	4
Program Coordinators	1
Support Providers	7
Advisory Board	9
Credential Analyst	1
Advisors-Program and Human Resources	1
Faculty-PDP Providers	5
Other	5

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

Baldwin Park Unified School District is located in Los Angeles County and includes 24 schools that serve 20,379 students in grades K-12. There are 13 elementary schools, 4 junior high schools, 2 comprehensive high schools, one continuation high school, an adult school of 5,000, and a Children's Center.

Education Unit

The Baldwin Park Unified School District (BPUSD) Induction Program is coordinated and facilitated by the program director. The program director communicates across departments within the district. The program director works closely with the Human Resources Department, the Student Achievement Department, the BPUSD Board of Education, and the Induction Steering Committee. The program director also collaborates with Institutions of Higher Education and the regional Induction cluster and cohorts. The Baldwin Park Induction program utilizes the Formative Assessment for California Teachers (FACT) system. Through the action research model of FACT, participating teachers are engaged in individualized professional growth, assisted by their support providers, as part of a continuous improvement cycle.

**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 Induction Program	Advanced	3	7	CTC

The Visit

The visit began at 11:30 AM on Tuesday, February 17, 2015. The team members convened at the hotel late Tuesday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. In the early afternoon, the team convened at the Baldwin Park School District office where the team attended a program orientation and had full access to program documents not already accessed online in the virtual evidence room. The team spent the afternoon reviewing program documents and interviewing stakeholder groups. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summary and identified additional information needed to confirm that the program was meeting standards. The Mid-Visit Report was held on Wednesday February 18 at 10:30 AM. Interviews of stakeholder groups continued on Wednesday and concluded late in the afternoon. Final consensus was reached on all standards on Wednesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Thursday, February 19, 2015.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

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.

Baldwin Park Unified School District articulates a research-based preparation program through the use of Formative Assessment for California Teachers (FACT), which embeds the California Standards for the Teacher Profession, the Induction Program Standards and the Common Core State Standards. The FACT system has been tailored to meet the needs of the district. Specifically, the modifications have been made by the program director, in terms of organization, order and numbering of documents, in order to facilitate ease of usage and clarification of directions for participating teachers (PTs) and support providers (SPs). The modifications, according to the director, have not altered the documents in substantive ways from the original FACT. During interviews, support providers, Participating teachers and site administrators all noted that the modifications have provided more meaningful coaching and less paperwork.

The district academic programs are guided by the Common Core State Standards. Documentation and testimony by district administrators, site administrators, support providers and participating teachers revealed during interviews that there are ongoing professional development trainings in the district, to ensure timely and meaningful implementation. Participating Teachers reported that they spend time “unpacking” the Standards in their Professional Learning Communities (PLC) meetings. Additionally support providers stated that they assist participating teachers in integrating Common Core into their lesson plans. Support providers model lessons that focus on how to successfully integrate CCSS into the curriculum.

Baldwin Park has a District Vision that articulates “high expectations and academic rigor for all students to be ready for success for college or post-secondary options.” Further, Teacher Induction Objectives per the Standards for Quality and Effectiveness for Professional Teacher Induction Programs guide the experiences and growth of beginning teachers in Baldwin Park. Support Providers guide teaching experiences, through formative assessment and collaboration with colleagues through PLC meetings. Participating teachers claim that they experience a strong network of support from the Director of Teacher Induction and their support providers.

Support for the program comes through Support Providers meetings, Human Resources Meetings and Board of Education Updates. However, the Steering Committee, based on the Biennial Report and conversations with the director and the Assistant Superintendents has not met for the past three years and just recently met for the first time on December 17, 2014. Based on the document, the Steering Committee is comprised of relevant stakeholders, who analyze data, evaluate the program and make program improvement decisions. Based on the Biennial Report, however, the Director has made many of the program improvement decisions using data collected solely from program participants. There is no evidence, until recent weeks that data have been analyzed using other relevant stakeholder input.

The Superintendent of the Baldwin Park Unified School District, and signed sponsor of the program, as indicated in the Preconditions, has given authority and support for the Teacher Induction Program, to the Human Resources Division. A certificated director in Human Resources is in charge of the Teacher Induction Program, which is one of her many assigned professional duties. According to the Biennial Report, and the Director of Induction, 20% of her time is allocated to the Program. Further, clerical support for the program is divided among HR clerical staff and constitutes a 10% position.

Baldwin Park has a well-defined process for monitoring participating teachers as they progress through the two year Induction Program. Participating teachers indicated in interviews that the majority of them were late hires and that they were initially advised by the credential analyst, upon signing their contract, that they were eligible for Teacher Induction services. The credential analyst verified that she is the first point of contact with new teachers and forwards their information to the Induction Director. The director monitors the progress of all participating teachers through the program to ensure that they have met all of the requirements to be recommended for a clear credential. After participating teachers have completed their final advisement checklist with the program director, the information, including a Form-41 and a Credential Application Information Sheet, is forwarded to the credential analyst. Verification of all completed requirements is made by the credential analyst before the initiation of the credential application process.

Rationale:

Through interviews and document review, the team found that the program has not had a Steering Committee meeting for the past three years and has only started meetings two months before the site visit. Because the Baldwin Park Induction Program’s response to and implementation of Standard One specifies that the Steering Committee “is comprised of relevant stakeholders, including both district and site level leadership, that serve as an advisory group to the program director in analyzing data, evaluating the program and making program improvement decisions,” the team felt that its sustained active involvement and continuation in the organization, coordination and governance of the induction program is critical to providing relevant program feedback.

Standard 2: Unit and Program Assessment and Evaluation**Met**

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

The Baldwin Park Unified School District Induction Program uses an assessment and evaluation system for ongoing program and unit evaluation and improvement, which consists of multiple measures and provides feedback regarding several aspects of the Induction Program. These include:

- Annual statewide Induction survey administered by the Commission on Teacher Credentialing
- Initial needs assessment by the PTs
- Local mid-year program surveys completed by participating teachers and support providers each year
- Feedback forms used at each meeting, training, or professional development opportunity
- Advisement notes for PTs and SPs
- PT self-assessments on the CSTP using the Continuum of Teaching Practice
- PT self-assessments on the Induction Standards
- PT portfolio rubrics
- Individual Induction Plan (IIP) and Lesson Series rubrics
- Observation notes: SPs of PTs, Program Director of SPs
- SP logs of PT interactions

The most recent Biennial Report required in the accreditation process provided ongoing assessment for the evaluation and improvement of the program, and articulated a Plan of Action. The Biennial Report and accompanying data were reviewed by the Steering Committee and support providers, site administrators, and district leaders at appropriate meetings for recommendations of improvements and modifications.

Participating teachers reported being provided multiple opportunities to receive both formative and summative feedback as they document evidence of competence in the standards. Their portfolios are evaluated on rubrics at periodic intervals during the program year by their peers, support providers and the program director. The district culture of collaboration in support of induction teachers was evident from all interviewed groups.

Data are collected for all participating teachers to determine progress toward completion. According to participating teachers and the director of the program, modifications are made based upon the specific needs of the teachers.

Standard 3: Resources**Met with Concerns**

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.

Baldwin Park provides an Induction Program for its eligible teachers with resources, personnel, facilities, and other in-kind supports. A review of the budget indicated provisions were made for stipends for the support providers, release time for both support providers and participating teachers, standard office materials and supplies, and routine use of appropriate facilities at the district office. The team observed adequate facilities for the program, which included office space, appropriate storage areas, and meeting rooms for professional development activities. The district credential specialist verified that she provides newly hired teachers with all the credentialing advisement necessary for their participation in the program and upon completion of the program, submits their recommendations for the clear credential. Curriculum specialists in the Division of Student Achievement confirmed they serve as professional development providers for the induction program. Site administrators confirmed that they collaborate with the program director, support providers, and curriculum specialists in planning and providing appropriate professional development for their participating teachers, especially in relation to site priorities and district implementation of Common Core instruction.

The program director position is filled by one of the directors of Human Resources at 20% of her assignment. According to the Associate Superintendent of Human Resources, due to budget cuts from years past, many district office administrators wear multiple hats, which is indicative of the reorganization of the district office. In an interview with the director, it was indicated that her Human Resources responsibilities require more than 80% of her time during the week. Clerical staff interviews substantiated this statement. Although the narrative indicates a 10% clerical position in support of the induction program, there was no evidence of any dedicated clerical personnel for the program. Interviews with clerical staff revealed that five different support staff members assist the director on an “as needed basis,” ranging from 1-2 hours a month to 5-10 hours per week, depending on the activities and events scheduled and the availability of a given clerical staff member. The clerical staff reported that the program director performs the majority of clerical tasks, such as recording attendance and tracking the participation and progress of participating teachers and support providers. Clerical staff also stated that the program would benefit from having a dedicated clerk to support operations and coordination. During interviews, consensus among the stakeholders indicated that the program director manages most aspects of the program and directly addresses the needs of the participating teachers and support providers. Until recently, essential

components of the program, such as Steering Committee meetings and outreach for articulation purposes with institutes of higher education, were shown to be absent.

Rationale:

Standard 3 requires that *“Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination.”* Although Baldwin Park USD has developed an LCAP which includes support for induction, a review of Induction Program budgets and interviews with the director and clerical support staff clearly indicated that there were insufficient resources allocated to the program’s operations and coordination.

Standard 4: Faculty and Instructional Personnel

Met

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

The Baldwin Park Induction Program utilizes three levels of qualified personnel: the Induction Director, support providers, and curriculum specialists who provide professional development throughout the district generally and specifically in the induction program through Induction Professional Learning Communities (PLC). Documents and interviews verify that support providers and curriculum specialists are selected from the veteran teacher pool through an established hiring process that includes an application, a site administrator recommendation, Cross-cultural Language and Academic Development (CLAD) certification, and demonstrated teaching effectiveness. Site administrators and participating teachers attested to the responsiveness and expertise of all three levels of personnel, citing timely responses to emailed questions, requests for resources, and needs for support.

Minutes and agendas from support provider meetings, as well as interview evidence confirmed that all three levels of personnel receive ongoing training and have access to individualized professional development opportunities to remain current and enhance their knowledge and skills. Initial training for new support providers is developed (although not implemented for the last several years as there have been no new support providers), and support providers collaborate regularly as a group with the program director to participate in data review and program planning.

Multiple documentary and interview data confirmed that the professional development providers who presented at the Induction PLCs and the support providers are evaluated regularly through session feedback forms, the local Mid-Year and End-of-Year Surveys, multiple

advisement meetings with the program director, and observations by the program director. The results of these evaluations are shared with the appropriate parties at individual meetings for advisement and performance feedback.

Interview data from multiple groups supported that the three levels (curriculum specialist, support providers, and the director) collaborate regularly among themselves and with site administrators. Participant feedback from periodic trainings by all three levels was shared with the presenters for ongoing program modification and improvement. Support provider and participating teacher interviews confirmed that their suggestions for improvements were often implemented by the program leadership.

Minutes and agendas provided evidence to supports collaboration with other P-12 agencies and IHEs on a regular basis through Cluster Four activities.

Standard 5: Admission

Met

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

Program leaders and the credential analyst reported that upon verification of employment status, candidates have their credentials reviewed by the credential analyst and director for program eligibility. Once eligibility is determined, multiple interview and documentary data confirmed that candidates are required to sign a Memorandum of Understanding, which delineates the program requirements and expectations, and attend periodic individual advisement meetings with the director.

The Baldwin Park HR Department uses multiple measures within the district's hiring process to determine eligibility for employment. These multiple measures may include the completion of an application for employment, a professional statement, or participation in an interview or demonstration process. The district adheres to State and Federal non-discriminatory hiring practices and hires new teachers who reflect the diversity of the student body.

Site administrators reported that, as participants in the selection process of new hires, they carefully verify that applicants possess appropriate pre-professional experiences, personal characteristics, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only 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.

Professional placement is determined upon hiring. The Human Resources Department and site administrators are responsible for the professional placement of new teachers. Newly hired teachers are referred to the Induction Director and their eligibility to participate in the program is confirmed. Prospective participants must then consult with the director regarding their intent to participate in the program. Newly hired teachers, that are eligible to participate, begin the program. Teachers that are not eligible and do not have a preliminary credential are placed on a monitoring list. The school site where new teachers are assigned becomes the context for their experience in the Teacher Induction Program. Advisement occurs formally through regular meetings with the director for the duration of program participation. Advisements also happen on an informal basis as needed throughout the program, especially as participating teachers are determining their IIP goals and action plan.

An orientation session is offered to explain all of the components and requirements of the Induction Program. A Memorandum of Understanding outlines both the program's responsibilities and the teacher's responsibilities for program participation. In addition to orientation and advisement, the director facilitates monthly meetings called Professional Learning Communities (PLC). During PLC sessions, each participating teacher receives a peer review for each project in order to receive feedback prior to submission of the project to the director. Rubrics and checklists are used to help participating teachers monitor their progress in the program. Support Providers also provide guidance and support to participating teachers through weekly individual meetings, as well as by attending the Professional Learning Community meetings with their participating teachers to mentor them through the process. Further, support providers and participating teachers stated that the director is readily available to meet and discuss teachers' progress throughout the program. In particular, participating teachers mentioned that checking out professional development resources from the director had a positive impact on their ability to gain exposure to new strategies or to deepen their understanding and application of a strategy discussed during the PLC.

Participating teachers' progress is monitored continuously throughout their time in the induction program. Formal and informal meetings are used to determine participating teachers' fulfillment of the program's requirements. Interviews indicated that the director, support providers, and site administrators have open communication with each other regarding participating teachers' progress. Participating teachers and completers reported that they were mentored by support providers who have a strong understanding of their local context (district and community) and provide guidance to participating teachers to ensure they

are focusing on district goals and priorities and becoming reflective practitioners. When problems arise with program participation, the director contacts the site administrator directly, who offers additional support. If problems continue, or if the participating teacher is considered not suited for advancement in the education profession, the decision to remove the participating teacher from the Teacher Induction Program or his or her classroom assignment would be made by the Human Resources Department at the unit level, as reported by the director.

Collaborative logs document regular meetings between the Participating Teacher and his or her Support Provider. The collaborative logs offer evidence related to the frequency and duration of these meetings, as well as the content and processes. Participating Teachers collect evidence in their portfolios related to the formative assessment work they are doing, supporting artifacts for this work, and their reflective journals. Through the use of criteria checklists, the Director is able to assess the portfolio and use this assessment information to guide advisement sessions with the Participating Teacher. PLC agendas, Peer Review Forms, and interviews confirm that portfolios are reviewed on a regular basis and that Participating Teachers receive feedback from their Support Providers, peers, and the Director.

Standard 7: Field Experience and Clinical Practice

Met

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

The Baldwin Park Teacher Induction Program has slightly altered the California FACT system by changing the order and organization of some documents to make them more user-friendly. Thus, the Baldwin Park FACT system contains five performance-based, job-embedded modules to support participating teachers as they move their practice forward. The FACT forms and processes are evaluated by participating teachers and support providers. Review of evaluation forms indicate that participants provide evaluative feedback, which the director has used to make modifications to the FACT program. Interviews with site administrators, curriculum specialists, and support providers indicated that participating teachers are encouraged to embed district-sponsored professional development into their IIPs, so that state-adopted academic standards are addressed and accessible to all students (with an emphasis on special populations).

The selection process for hiring support providers is supervised by the director. The program's preconditions and support provider recruitment and application documents show that there is

a systematic process in place for hiring support providers, which includes the Steering Committee.

The program's criteria for support providers are as follows:

- hold a Professional Clear Credential with CLAD certification
- demonstrate exemplary teaching with a minimum of five years of experience
- have permanent teaching status in Baldwin Park
- have effective interpersonal, collaborative, and communication skills
- possess knowledge of a range of instructional and teaching strategies
- have a commitment to professional growth and development

Site administrators stated that they are able to provide recommendations on the selection of support providers. Participating teachers noted that their support providers are typically matched with them because they teach the same subject or grade, are a veteran teacher, and are familiar with the program.

The FACT program engages participating teachers in opportunities to understand and address issues of diversity. Participating teachers, through the Context for Teaching and Learning Module and the Assessment of Teaching and Learning modules, gather information to develop an understanding around the issues of diversity in their contexts. Evidence from the portfolios and interviews with participating teachers and completers verified that support providers guided participating teachers through conversation guides that explicitly address issues of diversity and equity and assist them with self-assessments. Participating teachers' self-assessments, lesson plans, and support providers' observations verified their focus on special populations of students throughout the development of their IIPs and inquiry process. In particular, evidence from participating teachers' formalized action research plans and reflective journals demonstrated that they researched new strategies, implemented them, and gathered data to determine their effectiveness.

Standard 9: Assessment of Candidate Competence

Met

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

In Baldwin Park, participating Teachers demonstrate the professional knowledge and skill necessary to educate and support all students through gathered evidence in their portfolio, which include lesson plans, observation notes, professional development, district initiatives, and self-assessments. Support providers reported that they regularly reviewed the portfolios as they work with their participating teachers. Support providers are given the criteria for the portfolio and trained to recognize whether or not the portfolio is meeting the specified criteria. Participating teachers are given checklists and rubrics to ensure that their formative assessments meet or exceed standards. Safeguards, such as regular feedback from support

providers and advisement sessions are in place, such that several participating teachers stated that expectations are high and that they are not allowed to fail. Moreover, held regularly each year, advisement sessions are one-on-one meetings between the participating teacher and the director designed to evaluate the participating teacher's progress and review his or her portfolio against the specified criteria described above. Only those participating teachers who meet all of the portfolio criteria are granted completion status of the Teacher Induction Program and permitted to apply for the clear credential.

Program Standards

General Education Induction Program

Program Design

The Baldwin Park Unified School District consists of thirteen elementary schools, four middle schools and three high schools. According to the district organizational chart and site interviews, the Baldwin Park Teacher Induction program is under the direction and leadership of the Associate Superintendent of Human Resources. The director is a part time position in the Human Resources department which is funded as a 20% position. The program director coordinates and facilitates the Baldwin Park Teacher Induction Program's administrative components for the Single and Multiple Subjects clear credentials. Interviews with stakeholders indicated strong positive relationships with the current director.

As the program sponsor, the superintendent provides updates to the Baldwin Park Board of Education. Additional leadership structures consist of a newly formed Steering Committee (within the last two months) and meetings with the site administrators.

According to the organizational chart, the program director communicates across departments within the district. The program director, as part of the Human Resources Department, assists with the admission of participating teachers, as well as with the clear credential application process at the conclusion of the program. The director also works with the Student Achievement Department, which assists with participant support by informing the program director of the curricular and instructional priorities of the district. Interviews with participating teachers, recent completers, and administrators support the presence of strong lines of communication within the institution.

The newly formed Steering Committee is comprised of representatives from the major stakeholder groups, including representatives from institutions of higher education (IHE), site administrators, curriculum specialists, support providers and completers. Recently the newly convened Steering Committee provides for articulation to occur between teacher preparation and the induction program. According to the Steering Committees members, the committee has begun to analyze the program data, but has yet to formulate any suggestions or action items with regards to program policy.

The California FACT documents have been slightly modified by the Baldwin Park Induction Program Director to facilitate ease of usage and clarification of directions. For example, the Inquiry Module was divided into two separate modules to encourage deeper focus and rigor for the Individual Induction Plan component and the Lesson Series component. The Baldwin Park Teacher Induction Program follows the entire conceptual framework, foundations, and processes described in the FACT User's Guide. During interviews with a variety of stakeholders (e.g., participating teachers, support providers, site administrators and program completers) they stated that the modifications to the FACT documents added clarity and allowed for more focused efforts on instructional practices

The professional development options for the participating teachers and the support providers are based on the induction standards and the district initiatives. The induction program makes use of the district's current resources (e.g., curriculum specialists; district police; special education administrator; teacher on special assignment). During interviews the professional developers stated that they provided professional development based on district-wide initiatives and also on-demand trainings based on the needs of the induction program participants.

Course of Study

The Baldwin Park Unified School District Teacher Induction Program's structure is based upon the Formative Assessment for California Teachers (FACT) Program which is focused on the California Standards for the Teaching Profession (CSTP), Induction Program Standards 5 and 6, and the Common Core State Standards. The use of the FACT program was evidenced in the portfolios, in the agendas of the Professional Learning Communities, and in the site interviews with the participating teachers and support providers. The portfolios demonstrated that the participating teachers focus their induction work on the CSTPs and induction standards 5 and 6 in the multiple and single subject credential programs.

Through FACT, participating teachers follow a sequenced structure of modules that build upon work completed for the preliminary credential, involve the participating teacher in self-assessment and goal setting activities, and engage the participating teacher in inquiry and professional development. During interviews, the participating teachers stated that they felt prepared to meet the Common Core State Standards and content standards necessary to instruct their students. The portfolios and reflections of the participating teachers demonstrate an increase and growth in the instructional skill level of the teachers and their ability to differentiate instruction for English learners and students with special needs. In addition, the observation data of the support providers support that the changes in the FACT documents provide for a meaningful sequence in self-assessment, peer assessment, goal setting and inquiry.

Participating teachers are assigned support providers who offer one-on-one support and assist in the completion of FACT. The support provider facilitates the program experience of the participating teacher. Support providers are trained in facilitating reflective conversations and assist participating teachers in analyzing the evidence of practice to make conclusions about

performance. The Participating teachers and the site administrators stated that the support and coaching from the support providers was essential in the success of first and second year teachers. The Support providers are evaluated through observations, participating teachers' evaluations, and through the Collaborative Logs.

Participating Teachers also attend biannual one-on-one advisement sessions with the program director to receive individualized support, guidance and feedback regarding the FACT documents, the IIP, the journal reflections, and the candidate's overall performance toward meeting the requirements of the Baldwin Park Induction Program.

Through the action research model of FACT, participating teachers are engaged in individualized professional growth, assisted by their support providers, as part of a continuous improvement cycle. The induction program uses professional developers and curriculum specialists from within the district. Feedback from participating teachers and support providers is shared with the professional developers at the end of each session. In interviews with professional developers, they stated that they used the feedback to inform subsequent trainings and to inform future possible trainings.

The Baldwin Park Induction Program contains five performance-based, job-embedded modules to support participating teachers as they move their practice forward. Each module is designed to include evidence collection and ongoing self-assessment. The modules are: Context for Teaching and Learning; Assessment of Teaching and Learning; Inquiry into Teaching and Learning (Inquiry Part 1 – The IIP); Instruction and Assessment for Learning (Inquiry Part 2 – The Lesson Series); and Summary of Teaching and Learning. In reviewing the participating teachers' portfolios, examples of each of these modules demonstrated ongoing growth in instructional practice and the use of student assessment to inform instruction. In addition, during interviews the participating teachers discussed the impact of their inquiries and action research projects on their students' performance and how the results of the modules caused changes in their instruction.

Candidate Competence

Through FACT, participating teachers collect evidence of practice from multiple sources. These sources serve as assessments of candidate competence in each of the California Standards for the Teaching Profession (CSTP's) and each of the Teacher Induction Standards. The types of evidence used to show candidate competence are: self-assessment; observation; analysis of student work; planning and delivering instruction; reflection; and the Portfolio.

Participating teachers engage in self-assessment at several points throughout the FACT system. In addition to ongoing, informal self-assessment and reflection, participating teachers formally self-assess at the end of the Assessment of Teaching and Learning and the Inquiry modules using the Continuum of Teaching Practice. Participating teachers use the evidence of practice they have collected through FACT to place themselves within these varying levels of performance for each element of the CSTP. The Continuum of Teaching Practice assists Participating teachers in identifying strengths and potential areas for growth for the inquiry

process. Evidence of the self-assessment could be seen in the teachers' portfolios and was discussed in meetings with the participating teachers.

Support providers observe the participating teachers at several points in the program. Feedback from these observations helps shape the experience of the participating teacher and contributes to the body of evidence being collected. When meeting with completers and current participating teachers, they all confirmed that having an extra pair of eyes in the classroom was very beneficial to improving their instructional practices. In addition, the Collaborative Logs and observation records of the support providers in the portfolios substantiated the frequent use of observation as both a coaching and an assessment tool.

As part of their inquiry cycles, participating teachers are frequently asked to review student work and reflect upon how their instruction has impacted student learning. Participating teachers are required to formally and informally analyze student work as part of their inquiry cycles and then use that information to develop lesson plans and instructional interventions.

Reflection is a key component of the participating teacher's self-assessment which also acts as evidence and assessment of teacher growth for the portfolio and the program. Participating teachers engage in reflection at several points throughout the FACT system, and they also complete a reflection journal based on the events occurring in their classrooms. Occasionally, participating teachers engage in collaborative reflection with other participating teachers. This typically occurs through the Professional Learning Communities (PLCs) and during the end-of-year Colloquium. Numerous stakeholders (site administrators, support providers, participating teachers, and completers) all discussed the PLCs and the Colloquium as an important experience to promote collaboration and to demonstrate teacher competence.

Completion of the standards is monitored through the Participating Teacher's portfolio. Participating teachers collect evidence in their portfolios that documents ongoing application and reflection related to each standard. Participating teachers also attend twice yearly one-on-one advisement sessions with the program director to receive individualized support, guidance and feedback regarding the FACT documents, the IIP, the journal reflections, and the candidate's overall performance toward meeting the requirements of the Baldwin Park Induction Program. In interviews, the participating teachers are aware of the portfolio requirements and that the program director is the final evaluator of their product. The teachers are given an orientation as to the requirements of the program and the rubrics at the start of the year.

Findings on Standards:

After review of program documents and the completion of interviews with various stakeholders, the team determined that program standards 1, 3, 4, 5, and 6 are **Met** for the General Education Multiple and Single Subject Clear Induction Programs.

Program Standard 2 is **Met with Concerns**.

Rationale:

There is a concern that the induction program has not articulated with preliminary teacher preparation programs in order to facilitate the transition from teacher preparation to induction. For the last three years there has not been a formal or informal process to discuss the articulation of new teachers from teacher preparation programs to the Baldwin Park Induction Program. There is a concern that articulation with institution of higher education members was just recently established through the newly formed Steering Committee and that this articulation process be sustained in the future.