

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

**Professional Services Division**

**May 2011  
Overview of this Report**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Conejo Valley 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** is made for the institution.

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

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

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Induction Clear Credential	6	X		

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
- Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

**Institution:** Conejo Valley Unified School District

**Dates of Visit:** May 9-11, 2011

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study, additional supporting documents available during the visit, interviews with program leadership, district administrators, school site administrators, human resources personnel, support providers, participating teachers, completers, and members governance committee 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

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

Overall Recommendation

The team completed a thorough review of program documents, program data, *New Teacher Center Formative Assessment System* (NTC FAS), and interviews with program leadership, district administrators, school site administrators, human resources personnel, teachers association representation, institutes of higher education representatives, support providers, participating teachers, completers, and governance committee members. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

**Advanced Credentials:**  
Multiple/Single Subject Induction

(2) Staff recommends that:

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

**Accreditation Team**

<b>Team Leader:</b>	<b>Sean McCarthy</b> Murrieta Valley USD
<b>Common Standards Cluster:</b>	<b>Kay Orrell</b> Allan Hancock College
<b>Program Sampling Cluster:</b>	<b>Sharon LaValley</b> Riverside COE
<b>Staff to the Accreditation Team:</b>	<b>Cindy Gappa</b> Consultant

**Documents Reviewed**

Agendas and Newsletters	Advisement Documents
Common Standards Report	Selection Criteria, Applications &
Candidate Files	Nominations
Induction Handbook	--Professional Development Providers
Follow-up Survey Results	--Support Providers
Needs Analysis Results	Program Budget Plan
Program Assessment Feedback	Participating Teacher Completion Data
Biennial Report Feedback	
New Teacher Center Formative Assessment System	
Schedule for Program Events	
Communication Documents	

### Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	<b>TOTAL</b>
Candidates	8	9	<b>17</b>
Completers	5	5	<b>10</b>
Employers – Site Administrators	7	7	<b>14</b>
Institutional Administration	3	2	<b>5</b>
Institution of Higher Education Representative	3	3	<b>6</b>
Program Coordinators	1	1	<b>2</b>
Professional Development Providers	3	4	<b>7</b>
Field Supervisors – Support Providers	3	4	<b>7</b>
Advisory Board Members	4	4	<b>8</b>
Advisors – Program Staff	2	2	<b>4</b>
Credential Analysts and Human Resources	2	2	<b>4</b>
<b>TOTAL</b>			<b>84</b>

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

#### **Background information**

Conejo Valley Unified School District is located in Thousand Oaks, California. Thousand Oaks is in Ventura County situated among Southern California's rolling hills 35 miles northwest of Los Angeles and 12 miles inland from the Pacific Ocean. With a population of 130,209 and 55 square miles, Thousand Oaks is the most populous city in the Conejo Valley.

The District serves students from Thousand Oaks, Newbury Park and Westlake Village areas and provides educational opportunities to approximately 20,990 students in grades K-12 in 28 schools: 18 elementary, 5 middle, 3 comprehensive high schools, 1 continuation school, and 1 academy serving high school students. The Conejo Valley Unified School District had a grades 9-12 dropout rate of 1% in 2008. The national grades 9-12 dropout rate in 2007 was 4.4%. 11% of students have an IEP (Individualized Education Program). The district's ethnic groups are represented as follows: White, 66%; Latino, 20%; Asian, 10%; African-American, 2%; Other, 2%.

The Conejo Valley Unified School District employs 1,224 employees, 804 of whom are teachers. A 5-person school board governs the district. Several board members were among those who attended the accreditation site visit orientation held on day one of the visit and showed knowledge, interest and support for the induction program and all staff involved.

The superintendent is deeply committed to the induction program and sees beginning teacher support as key to student academic success. The United Association of Conejo Teachers is an integral partner in the Induction Program.

**Education Unit**

The Conejo Valley Unified School District began participation in the BTSA Induction Program in 1999 as part of the Ventura County Office of Education program. In 2006, the district was approved to offer its own induction program known as the CiPAR–BTSA Induction Program.

The Leadership Team includes the governance committee, the Lead Consultant and the Consultant Teachers. The governance committee includes 3 members selected by the United Association of Conejo Teachers (which includes the association president) and 2 members selected by the district (the Assistant Superintendents of Personnel and Instruction). The governance committee: a) oversees and evaluates the program and b) selects and reviews Consultant Teachers. The program is situated in the Personnel Services Department.

The program had a total of 48 participating teachers complete the program in the 2009-2010 school year, 4 of whom participated in the Early Completion Option. During the 2010-2011 school year, the program has 43 participating teachers and 2 Early Completion Option teachers. The program goal is to maintain a ratio of no more than 16-18 participating teachers to each full-time released support provider referred to as Consultant Teachers.

**Table 1  
Program Review Status**

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
Induction	48	45	CTC

**The Visit**

A three member team reviewed documentation and interviewed stakeholders over a 3 day period, from May 9 to May 11, 2011.

**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 institution has created and articulated a program aligned with the California Standards for the Teaching Profession (CSTP) and the California adopted standards and curriculum framework, evident in its use of The New Teacher Center Formative Assessment System (NTC FAS). Examination of the NTC FAS tools and processes confirmed this alignment. District and site administrators assert that the program is effective in supporting candidates work with students to achieve California's adopted standards and curriculum frameworks. Site administrators observed that candidates are coming from teacher preparation programs better prepared with knowledge of theory that is applied and demonstrated in the induction program. Interviews with candidates affirmed that their preparation program has supported them in helping students meet the standards. All stakeholders indicated that the program is well aligned with and supports the district's vision.

Members of the leadership report that they want a meaningful program for teachers that is not paperwork driven but that makes a difference in the lives of the candidates and their students. Through interviews, stakeholders confirm that the program has created job-embedded experiences for candidates that are integrated into their classroom work and positively impacts their instructional practices and student learning. A site administrator stated that he sees less focus on paper work and more focus directly on their work in the classroom. Examination of portfolios also provided evidence of tools and processes relevant to the candidates' teaching context that are utilized throughout the induction experience.

Program leaders and stakeholders actively govern all aspects of the program. There is a high degree of communication that takes place between all stakeholders, both formally and informally, to ensure understanding of stakeholder roles and responsibilities and to keep all stakeholders informed about program effectiveness and improvements. Formal communication includes annual presentations to the school board, the district advisory committee, and site administrators. Informal communication includes monthly leadership meetings and ongoing interaction between the consultant teachers (CTs) and program leadership. Representatives from all stakeholder groups substantiate through interviews that they are kept well-informed through a combination of formal presentations and ongoing informal communication and collaboration among all stakeholders. The teacher association leadership of the governance committee indicated a high degree of involvement in the program and acknowledges a positive, collaborative working relationship among committee members. The effectiveness of the governance committee supports the positive beginning teacher experiences.

With the assistant superintendent of personnel services as program director, the unit maintains program leadership with the authority and institutional support to create effective strategies that achieve the goals of the program. The superintendent affirms that the program director has this authority and support. Interviews with other stakeholder groups also confirm that the unit leadership is well positioned to ensure program effectiveness. Interviews showed that the governance committee works closely with the program coordinator and consultant teachers on program implementation, and provides the program coordinator and consultant teachers autonomy to make ongoing program adjustments responsive to the needs of candidates. Consultant teachers stated that they feel 100% support of the governance committee and this gives them “pride in ownership” in the program.

The program maintains a comprehensive credential recommendation process. It includes a mid-and end-year review of portfolios by the leadership team who review evidence of application and program participation by candidates. The leadership reports that this process is taken seriously and that candidates who do not meet all requirements are provided with feedback and an opportunity to revise and resubmit their portfolios before they can be recommended for a credential. All teachers who do meet program requirements based on this review process are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential.

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

**Standard Met**

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

Personnel Services Department is the unit with responsibility for the program. Interviews with governance board members, leadership team members and review of documents indicate that the unit and CiPAR~BTSA Induction Program have a system for ongoing program evaluation and improvement.

The stakeholders collect a variety of formal and informal assessments to evaluate the program, including program and statewide surveys, participating teacher interviews, seminar evaluations, and portfolio assessments. The BTSA Induction Online Statewide Survey is taken annually by the participating teachers, Administrators, and Consultant teachers. In addition, a CiPAR~BTSA Mid-Year PT Survey is completed by the participating teachers to document the effectiveness of the Consultant Teachers. A CiPAR~BTSA Completer Survey is conducted in August of even numbered years by the program staff. Internal assessment is also evident with the informal evaluations of seminars and the use of the NTC FAS tools.

Interviews with stakeholders confirmed that informal, ongoing program assessment occurs at weekly consultant teacher forums and at monthly governance committee meetings. The leadership team and consultant teachers discuss program strengths and weaknesses at these meetings, based on survey data and informal feedback from participants, and use the information to make program decisions and improvements.

Data collection and analysis occurs throughout the year. Participating teacher portfolios demonstrate ongoing and extensive collection and examination of evidence related to candidate qualifications, proficiencies, and competence. Each portfolio is reviewed two times a year by two readers, one CT and one governance committee member, following a calibration process that employs a rubric to evaluate the portfolio. There is a major focus on the Individual Learning Plan and inquiry action plan during the portfolio review. One consultant teacher stated that the review is a dialogue between readers as each portfolio is examined, and if disagreements arise, a third reader is consulted. Feedback from this evaluation is shared with the candidate so revisions can be made as needed.

The program's biennial report indicates that data from a variety of sources is examined to identify program strengths and areas for improvement. The data is used to ensure the program is responsive to participating teacher needs.

Both consultant teachers and candidates confirmed that evaluation data is used to make program improvements. Both indicated that seminar evaluations were used to make immediate changes to seminar format. For example, seminar breakout sessions were adapted to Professional Network Teams (PNT) with participating teachers in grade alike/content alike groups. One candidate stated that every seminar begins with a review of candidate feedback from the previous seminar and a review of the changes made as a result. Feedback has been the impetus for changes in forms and materials used.

**Standard 3: Resources**

**Standard Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The district has expressed strong support for the induction program, evident in a budget that includes each candidate supported by full state funding and in-kind funding. The program coordinator develops the budget with input from the program director. The governance committee approves the budget. A .5 clerical support person and a .2-credential analyst supports the program. The superintendent further affirmed support for the program by stating that it would continue to be adequately funded with the goal of going beyond "adequate."

The program director facilitates the program with the program coordinator, who serves half time as program coordinator and half time as a consultant teacher. Two additional full time consultant teachers (CTs) serve as support providers. Additional personnel from the district office are also available to provide professional development in areas beyond the expertise of the consultant teachers. For example, the English learner coordinator provides seminars designed to help candidates differentiate instruction to support English learners. In interviews, the program coordinator and consultant teachers expressed their belief that they were provided sufficient



resources to fully support candidates. Interviews of candidates affirmed this, stating that their consultant teacher was always readily available to support them, and that they were also able to direct them to sufficient additional resources to meet their needs. The program coordinator stated that while full-time release consultant teacher is a major commitment, it is a model that creates a hands-on, meaningful relationship with candidates.

Examination of the program website indicates that there is a wide array of digital resources available to candidates. The participating teacher handbook also includes resources for candidate reference, including the book *Instruction for All Students*. In interviews, the program coordinator and consultant teachers stated that the resources, including the program website links and program library, were shared with candidates at orientation and are references used by candidates throughout the portfolio development process. Candidate interviews confirmed the use of these resources, as well as additional digital resources emailed to candidates by consultant teachers designed to support them with their specific inquiry focus. Candidates also reported that consultant teachers refer them to additional personnel who can further assist them in their inquiries and portfolio development process.

The leadership team works together to determine resource needs. Allocation of resources is determined based on participating teacher assignments, evaluation of data sources, such as surveys and portfolios, and feedback from stakeholders. For example, site administrators report that consultant teachers work closely with them to help determine resources needed for their candidates. One site administrator reported that when he took over an assignment at a site mid-year, a consultant teacher arranged to meet with him within two weeks to inform him of the candidates he had on his site and update him on his role in the induction process.

**Standard 4: Faculty and Instructional Personnel**

**Standard Met**

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

A review of documentation as well as interviews with governance and leadership committees confirm that the support providers 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. Consultant teachers are the primary professional development providers (PDP). They provide one-on-one professional development for participating teachers within the context of mentoring and by completing the formative assessment activities.

Prospective consultant teachers are required to complete an extensive application that includes verification of their credential and extensive teaching experience, as well as a recommendation from their site principal. Following a paper-screening of applicants and follow-up conversations with references, the governance committee interviews the most qualified candidates for the consultant teacher position. From those interviewed, the governance committee selects only the most highly qualified candidates to hire as new consultant teachers (or become members for the eligibility pool). Consultant teachers are selected by consensus or majority vote of the governance committee after the interviewing of all final candidates.

The consultant teachers attend the *CA FAS Mentor Academy Year 1 and 2* trainings as well as a variety of other meetings and conferences during their years in the position. Ongoing professional development insures the continual building of their knowledge and capacity as instructional mentors and support providers.

Stakeholder interviews confirmed that consultant teachers have a broad background related to diverse abilities, cultural, language, ethnic and gender diversity. The program coordinator works jointly with the EL director to plan seminars that are aligned with Standards 5 and 6 and the needs of beginning teachers. They meet together several times to plan the learning experiences for the participating teacher. At the Standard 6 Seminars, the EL director presents the information related to district/state policy and instructional strategies related to EL instruction to participating teachers. The governance committee recognized that while the consultant teachers were highly knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity, they did not themselves reflect a diverse society. They acknowledged both the importance and challenge of this, but indicated that they have plans to develop a larger, more diverse pool of teacher leaders who will be prepared for future service as consultant teachers.

Intervention/Inclusion Facilitators have been assigned by the Director of Special Education to participate in creating and presenting the professional development for CiPAR~BTSA teachers. These Intervention/Inclusion Facilitators work collaboratively with the program coordinator to plan seminars that are aligned with Standard 6 and the needs of beginning teachers.

The consultant teacher forums, led by the program coordinator, provide a chance for the consultant teachers participate in ongoing training and discussions about formative assessment, required evidence of application for participating teachers, and the collection of appropriate evidence for participating teachers' portfolios.

The CiPAR~BTSA program communicates with a number of public and private colleges in the area. Many of the participating teachers have received their teacher preparation from these institutions. Program leaders received information about each of the preparation programs and the scope of their work with teachers. Program leaders analyze information received from institutions of higher education programs in order to design an induction program that builds on the learning of the participating teacher during their preparation programs. This information influences professional development offered by the program and decisions regarding formative assessment.

To increase collaborative structures, institution of higher education partners receive a *CiPAR~BTSA IHE Partner Handbook*, giving information about the program, formative assessment and professional development opportunities for participating teachers, and the collection of evidence of application of pedagogical skills.

The evaluation of consultant teachers is based on an examination of mid-year participating teacher survey data and interviews with participating teachers. In addition, the governance committee indicated that its participation in the review of candidate portfolios also helps them monitor and evaluate the effectiveness of consultant teachers and make decisions regarding continuation in the program. All stakeholders report that the informal evaluation system used in the district indicates a high level of performance by the consultant teachers.

**Standard 5: Admission**

**Standards Met**

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

The CiPAR~BTSA Program collaborates with the human resources credentials technician to ensure eligibility of candidates into the program based on Commission-adopted requirements. Newly hired teachers and currently employed interns reclassify when they obtain a preliminary credential and are reviewed for eligibility when they complete their employment paperwork. Interviews with personnel staff indicated that the district recruitment process encourages diversity in applicants and that it has been challenging for the district to obtain a teaching population reflective of the student population; however, all eligible candidates employed with CVUSD are identified, admitted, and served in the induction program.

Interviews also verified the ongoing training and support for the credentials technician relative to staying current with CTC credential requirements for induction and the sharing of information with administration and leadership. Program documentation and personnel staff interviews confirmed the process in which the credentials technician reviews credentials, transcripts, and previous induction documentation to determine eligibility for induction. Participating teachers acknowledged that they met with personnel staff when hired to sign the Notification of Eligibility and Responsibility as documentation of their admissions advisement for induction. The credentials technician creates a list of eligible candidates for review by the program director and program coordinator who follow up with notification to the candidate of the enrollment process and assignment of a consultant teacher.

**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.

Induction staff works collaboratively with the human resources credentials technician to advise participating teachers of their credential completion and induction requirements for a clear credential. Graduates and current participating teachers stated that they signed a Notification of Eligibility and Responsibility form that indicates they are eligible to enter the induction program and states general induction program requirements. The program director and program coordinator review and confirm eligibility and assign a consultant teacher to each participating teacher. Interviews with candidates indicated that the Early Completion Option was offered to experienced participating teachers who met the eligibility criteria as outlined in the program documentation.

To guide the participating teacher's attainment of all program requirements, participating teachers attend a mandatory orientation to review program requirements and documents with an overview of the NTC-FAS formative assessment system. All participating teachers are assigned to a consultant teacher to guide and support the participating teacher toward successful completion of all induction requirements by the end of their program. Participating Teachers appreciated that they were continually reminded of program requirements by email, phone calls, and seminars. They also found that the checklist maintained by their consultant teacher kept them on track.

Each participating teacher has the responsibility to collect evidence of practice on their Evidence of Application forms as outlined by the completion of FAS for their portfolio. The mid-year and year-end portfolio reviews by consultant teachers and governance committee assess participating teacher progress towards meeting program completion requirements. Portfolio reviews and attendance at professional development activities are recorded on the participating teachers' program transcript. Interviews with consultant teachers, candidates, and governance committee confirmed the success of this collaborative relationship and documentation process.

Personnel staff confirmed that the program director signs a 41-Induction form for program completers that are forwarded to the human resources credentials technician when the participating teacher has completed all induction requirements. Graduates are advised by human resources to meet with the credentials technician to complete the clear credential recommendation to Commission on Teacher Credentialing from the CiPAR~BTSA Program.

**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.

The Conejo Valley Unified School District Induction program uses The New Teacher Center Formative Assessment System (NTC-FAS), which provides multiple opportunities for participating teachers to demonstrate application of the knowledge and skills they have acquired to educate and support all students effectively in meeting the state-adopted academic content standards. Examination of participating teachers' portfolios shows that participating teachers engage in a planned sequence of job-embedded experiences designed to help the teacher understand his/her classroom context, assess his/her teaching, create an inquiry of his/her practice, and reflect upon his/her development. During interviews, stakeholders asserted that the job-embedded nature of this process made it relevant and meaningful, and the support provided made it effective in helping teachers meet the needs of their students. Consultant teachers and candidates also stated that seminars, such as on backward planning, support teachers in aligning their lessons to the academic content standards, and many of the NTC-FAS tools require them to assess their practices and student learning in light of these standards. During these interviews, consultant teachers and candidates highlighted the strengths of the NTC-FAS system in the development of knowledge and skills necessary to help students achieve the academic content standards. Candidates stated that the frequent observations and follow-up conversations were very helpful because they were provided with specific examples and tools they could use to improve.

The governance committee assigns consultant teachers to participating teachers using the Participating Teacher Assignment Protocol tool. Examination of this tool showed that it is designed to provide the best match based on grade level and/or subject area expertise. All participating teachers are placed in an assignment to demonstrate what is required of them. Interviews with consultant teachers and participating teachers affirm that match-ups are effective. During interviews, candidates asserted that their consultant teacher was able to provide them with effective support and quality resources.

NTC-FAS provides candidates with opportunities to understand and address issues of diversity and to help students develop research-based strategies for improving student learning. Examination of portfolios demonstrates that candidates engage in case studies of students with diverse learning needs. These case studies include the use of formative assessments to design learning experiences for these students and a reflection on the impact of the actions and strategies used to support them. There is also evidence of professional conversations on working with English learners, as well as Individual Learning Plans developed by candidates that

included inquiry into support diverse populations. In addition to the NTC-FAS tools, a variety of professional development seminars are available to candidates that provide support for working with diverse learning populations. An examination of agendas and materials of these seminars indicate a range of options available to support professional development in this area. During interviews, candidates reported that they felt well prepared to differentiate instruction to meet the needs of diverse learners as a result of their induction experiences. District and site administrators affirmed this, stating that candidates were often better equipped to meet the needs of different learners than veteran teachers.

**Standard 8: District-Employed Supervisors**

**NA for 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.

Review of portfolios and interviews with stakeholders reveal that candidates who have completed the program requirements know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted standards. Portfolios indicate evidence of application of the California Standards for the Teaching Profession and induction standards, and completion of all required elements of the NTC-FAS system. Orientation and seminar sign in sheets and evaluations indicate completion of required professional development. Completer survey data and interviews with candidates and graduates indicate that, upon completion of the program, candidates feel well prepared to serve as school professionals. Program graduates indicated that the process has made them much more reflective teachers who learned how to “reflect effectively” in order to improve. They also indicated that they learned to be resourceful in finding ways to support their students. Interviews with district and site administrators affirm that, based on their observations, program completers are well prepared to support students in meeting the state-adopted academic standards, and particularly cited how well prepared they were to use formative assessments and various engagement strategies to differentiate instruction to support all learners in meeting these standards. One site administrator said he can see a difference in lesson design and observed instruction. Another indicated that induction participants are much more familiar with the standards, which has helped raise the bar for veteran teachers. Another administrator stated, “There are high expectations; it is not a hoop, it is job-embedded.”

Participating teacher evidence of application and program involvement is reviewed formally at mid-year and end-of-year by the program leadership team, as well as throughout the year by the

program coordinator and consultant teachers. Once program requirements are met, the program director forwards signs the completed 41-Induction form. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing for their clear credential through the Personnel department.

## **CiPAR General Education (MS/SS) Induction Program**

### ***Program Design***

The program incorporates a purposeful structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students as well as retain highly qualified teachers. The intensive, two-year sequenced program of preparation is formulated on an inquiry-based formative assessment system (New Teacher Center's Formative Assessment System, or NTC-FAS), built upon the *California Standards for the Teaching Profession* (CSTP). In addition to the NTC-FAS system, the program provides individual support from a qualified consultant teacher, professional development opportunities, and additional appropriate support as indicated by the participating teacher's Individual Learning Plan.

Interviews with the governance committee affirmed their role in the hiring, placement, and evaluation of consultant teachers. Formal and informal communication between the program leadership and site administrators ensures their relationship and understanding of the participating teacher and consultant teacher responsibilities and expectations. The governance committee, program director, program coordinator, and consultant teachers serve on the BTSA leadership team. Members indicated that they had a history of collaboration and communication for positive outcomes in developing a professional educational community of learners.

The leadership team reviews program and statewide survey data, professional development feedback, and PT portfolio reviews, to discuss and consider program modifications. Interviews support the evidence that this process has been successful for program effectiveness and identifying areas for program improvement.

Interviews with participating teachers verified that their induction experience builds upon their learning from their preliminary preparation program by applying the theories into their real classroom settings. Graduates and current participating teachers confirmed the value of their induction experience in relation to their professional practice. Throughout the process they self-assess and reflect upon best teaching practices through the lens of student learning. Action plans are formulated by participating teachers through their formative assessment procedures, specifically the Individual Learning Plan (ILP), to apply the principles, concepts, and pedagogical practices. The teaching of English learners and special population students is embedded across the participating teacher's practice. Application of the state-adopted academic content standards and performance levels for all students is demonstrated by the participating teachers as they create a healthy environment for student learning, support equity and diversity, and use technology to advance student learning. Interviews with consultant teachers, participating teachers and graduates (program completers) indicate that the reflective practices implemented within the NTC-FAS process made them better educators, and the professional development opportunities helped with the application of differentiation in their classrooms.

Participating teachers reported that induction has given them the opportunity to build upon and apply the pedagogical theory acquired during teacher preparation programs without redundancy. They also stated that reflection has allowed them to recognize best practices in their delivery and



how important it is to analyze student data for future planning and implementation. Graduates confirmed the ongoing use of these practices in their professional teaching years after completing induction.

### ***Course of Study: Curriculum & Field Experience***

The Conejo Valley Unified School District has firmly believed in and supported the full release of support providers, called consultant teachers, from other teaching duties as an important component of meeting the individual needs of each participating teacher. Each participating teacher is assigned a consultant teacher, who supports and guides the participating teacher through the two-year induction process. The consultant teacher is able to effectively meet the participating teacher's needs in a timely, responsive manner. Consultant teacher assignments are made using logical criteria so that participating teachers and consultant teacher are well matched.

The program offers professional development opportunities by trained consultant teachers who are selected, prepared, and assigned to work with participating teachers based on their professional background, training expertise, and ability to coach beginning teachers. The program coordinator receives on-going professional development ensuring a knowledgeable grasp of the program, training in formative assessment and adult learning theory.

Consultant teachers are the primary professional development providers for participating teachers, as they meet weekly to complete formative assessment activities. Consultant teachers receive training in formative assessment, mentoring, the California Standards for the Teaching Profession, and training for effective induction program practices. The program offers professional development for consultant teachers to develop the knowledge and skills required to assist their participating teachers in the completion of the induction program.

Participating teachers are required to attend at least two professional development activities that align with their Individual Learning Plan and Action Plan goals. Participating teachers may choose from the district's Staff Development menu, CiPAR Seminars, or other approved professional development. All professional development choices are designed to help teachers apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. These experiences help participating teachers build upon the theoretical information they received in their pre-service programs for practical application in their teaching practice. The program designs and offers professional development that supports district goals as well as instructional practices aligned with the California Standards for the Teaching Profession. The program coordinator works closely with the departments of Special Education and Pupil Services (includes English learners and GATE services) to plan seminars focused on Standard 6: Universal Access. The goal is to provide participating teachers' with the district context for the policies related to equitable access to the curriculum for all students with special instructional needs, including English learners, special populations, and other students who may be at-risk.

The program uses the New Teacher Center Formative Assessment System (NTC-FAS). The Consultant teacher and participating teacher choose formative assessment processes and

NTC/FAS tools in any order to best meet the needs of the participating teacher. NTC-FAS protocols support three central processes:

- Understanding Context
- Setting and Reflecting on Professional Goals
- Examining Practice through Inquiry

NTC-FAS is designed to support and inform participating teachers about their professional practice in the context of an on-going, collaborative partnership with a trained consultant teacher. Formative assessment structures not only help participating teachers identify and strive for high levels of classroom instruction, they also establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. The formative assessment processes help participating teachers examine and assess their classroom practice to identify areas of strength and conversely, areas for professional growth as related to the California Standards for the Teaching Profession, P-12 academic content standards, and Induction Standards 5 (Pedagogy) and 6 (Universal Access: Equity for All Students).

During the year, participating teachers collaborate with their consultant teacher and other colleagues as appropriate to establish and maintain well-managed, safe and inclusive classrooms that foster students' physical, cognitive, emotional and social well being. The participating teachers also explore their school and community context and build a partnership of support with families.

Pre-assessment data across multiple dimensions is used to form instructional groupings to meet learning needs. Identifying and monitoring at least two case study students from within a designated target population helps teachers study the ways in which instruction is responsive to students' instructional needs. At mid-year, participating teachers have an opportunity to reflect on their learning, so that subsequent instruction can promote even greater student success.

Within the first four to six weeks of entering the program, participating teachers assess their teaching practice in relation to the California Standards for the Teaching Profession and their Induction Standard of focus. Participating teachers collaborate with their consultant teachers to develop an Individual Learning Plan based on their assignment, identified learning needs and prior preparation. The Individual Learning Plan identifies professional goals and activities to support growth and improvement of professional practice in at least one content area of focus. The ILP serves as a roadmap for professional growth in BTSA Induction.

NTC formative assessment tools support growth toward professional goals. Planning, teaching and reflecting with a trained consultant teacher become the thread that moves practice forward. At mid-year and again at the end of the year, the participating teachers and their consultant teacher will collaboratively assess student progress as well as growth in teaching practice as related to the CSTP, Induction Standard and content standard of focus.

An inquiry into teaching and learning begins with the Individual Learning Plan. The teacher's overarching professional goal sets into place a general inquiry for the year. Next steps in each California Standards for the Teaching Profession identify the collaborative work of the

consultant teacher and the participating teacher. Participating teachers begin their inquiry into practice by planning instruction, teaching, analyzing data/reflecting and applying what they have learned. The participating teachers focus on Pedagogy (Standard 5) during the first semester of each year and Universal Access: Equity for All Students (Standard 6) during the second semester of each year. The program focus for Standard 6 will determine the target population from which to select two case study students for closer examination.

Consultant teachers work with participating teachers weekly, either observing instruction and conferencing or working on other formative assessment activities that support their ILP goals. Support is differentiated to meet the individual needs of each PT. Consultant teachers and participating teachers make decisions about which NTC/FAS tools to utilize and when to use them, depending on the needs and goals of the participating teacher. They also collaborate to plan instruction, analyze student work, and complete FAS related to ILP goals. Participating teachers also participate in collaborative problem solving with each other at program seminars.

### ***Candidate Competence***

Review of portfolios and interviews with stakeholders reveal that candidates who have completed the program requirements know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted standards. Portfolios indicate evidence of application of the CSTP and induction standards, and completion of all required elements of the NTC-FAS system. Orientation and seminar sign in sheets and evaluations indicate completion of required professional development. Completer survey data and interviews with candidates and graduates indicate that, upon completion of the program, candidates feel well prepared to serve as professional school personnel. Program graduates indicated that the process has made them much more reflective teachers who learned how to “reflect effectively” in order to improve. They also indicated that they learned to be resourceful to find ways to support their students. Interviews with district and site administrators affirm that, based on their observations, program completers are well prepared to support students in meeting the state-adopted academic standards, and particularly cited how well prepared they were to use formative assessments and various engagement strategies to differentiate instruction to support all learners in meeting these standards.

Participating teacher evidence of application and program involvement is reviewed formally at mid-year and end-of-year by the program leadership team, as well as throughout the year by the program coordinator and consultant teachers. Once program requirements are met, the Program Director forwards and signs the completed 41-Induction form. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing for their clear credential through the personnel department.

### **Findings on Program Standards:**

After review of the institutional report and supporting documentation and after conducting interviews with program leadership, teachers’ union representatives, site administrators, participating teachers, program graduates, consultant teachers, and credentials technician, the team determined that all program standards are **Met**.