

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Los Angeles Unified School District

March 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Los Angeles 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

	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	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Single Subject District Intern Program (MS DI is Inactive)	19	19		
Preliminary Education Specialist Program (Mild/Mod, Mod/Severe)*	32	32*		
Level II Education Specialist (Mild/Moderate, Moderate/Severe)	34	34*		
General Education (MS/SS) Induction	6	6		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Autism Spectrum Disorder Added Authorization	3	3		

**The transition to the new Preliminary Education Specialist program has only taken place this academic year and not all aspects of the program had yet been implemented at the time of the site visit. A Program Narrative will be subject to Program Assessment in the early summer 2012.*

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: Los Angeles Unified School District

Dates of Visit: February 27 - March 1, 2012

**Accreditation Team
Recommendation:** Accreditation

Rationale:

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

Common Standards

The entire team reviewed each of the nine Common Standards and determined whether the standard was met, not met, or met with concerns. The team determined that eight of the nine Common Standards were deemed to be *Met*. Common Standard 2: Unit and Program Assessment System was determined to be *Met with Concerns*.

Program Standards

Following discussions of each program reviewed, the team considered whether the program standards were met, met with concerns, or not met. All program standards were deemed to be met. The new Preliminary Education Specialist program was reviewed but a program narrative document will be required by summer 2012 in order to ensure a standard level review.

Overall Recommendation

Given that all program standards were determined to be met and given that all but one Common Standard was determined to be *Met* and one Common Standard *Met with Concerns*, the team unanimously recommends the accreditation status of **Accreditation with follow up in the next biennial report** for LAUSD.

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

Initial/Teaching Credentials

General Education

Multiple Subject District Intern Program (program is on Inactive status and would have to

request from the Commission permission to reactivate the program)
Single Subject District Intern Program

Education Specialist Credentials

Level I District Intern Program: Mild/Moderate Disabilities (no candidates currently in the program)

Level I District Intern Program: Moderate/Severe Disabilities (no candidates currently in the program)

Preliminary Education Specialist District Intern Program: Mild/Moderate Disabilities

Preliminary Education Specialist District Intern Program: Moderate/Severe Disabilities

Advanced Teaching Credentials

General Education (MS/SS) Induction Program

Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Added Authorization: Autism Spectrum Disorders

The accreditation team and staff recommend that:

- The institution's response to the preconditions be accepted.
- Los Angeles Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Los Angeles 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.

Further, the accreditation team recommends that:

- In its next regularly scheduled biennial report, Los Angeles Unified School District provide aggregated data that demonstrates that a unit assessment system is fully implemented. Information about this biennial report is to be presented to the Committee on Accreditation.
- In its next regularly scheduled biennial report, the Los Angeles Unified School District provide aggregated candidate assessment and program effectiveness data for the candidates who are enrolled and who have completed the new Preliminary Education Specialist program.

Accreditation Team

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Basic/Teaching Programs Cluster:	Linda Smetana CSU East Bay
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Staff to the Visit	Cheryl Hickey Tammy Duggan

Sample of Documents Reviewed

Common Standards Report	Program Assessment Feedback
Course Syllabi and Course Descriptions	Biennial Report
Candidate Files	Biennial Report Feedback
Fieldwork Handbooks	Schedule of Courses and Trainings
Follow-up Survey Results	Advisement Documents
Needs Analysis Results	Faculty and Instructional Personnel Vitae
Moodle™	Unit and Division Budget
Learning Zone information	TPA Data
Candidate Portfolios	Candidate Work Samples
District Initiative Documents	Professional Development Plans

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	106	37	64	207
Completers		15	27	42
Employers	12	16	30	58
Institutional Administration	8	6	8	22
Program Coordinators	5	8	19	32
Faculty	15	18	37	70
TPA Coordinator	3	3	3	9
Advisors	2	11	12	25
Field Supervisors – Program (SPs)	4	19	40	63
Field Supervisors–District (Facilitators)		9	16	25
Credential Analysts and Staff		10	11	21
Advisory Board Members	16	3	10	29
Professional Development Providers		1	30	31
TOTAL				634

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

Los Angeles Unified School District (LAUSD) is the second largest school district in the nation serving a diverse population of approximately 665,000 students. The district has nearly 69,000 employees including approximately 30,000 teachers. LAUSD encompasses a 704 square-mile area. The LAUSD geographic boundaries contain and extend beyond the City of Los Angeles and include all or parts of 25 other cities and portions of the County of Los Angeles. The district is home to over 1,200 schools including 526 elementary schools, 131 middle schools, 140 high schools, and 173 charter schools, in addition to continuation schools, special education schools, community day schools, as well as opportunity high schools and alternative work centers. The district currently serves its constituencies through seven local districts; however plans are underway to reduce the number of local educational service centers to four in an effort to reduce administrative costs and preserve core educational services. The district is led by a Superintendent who has been in his position since April 2011. The Superintendent works with a seven member Board of Education. Together they oversee a total budget of \$6.5 billion.

LAUSD's student population is highly diverse. Approximately 73 percent of students in the district are Latino, 10 percent African American, 8 percent White, nearly 4 percent Asian, 2.2 percent, Filipino. Pacific Islanders and American Indian are .04 percent respectively. Approximately 40 percent of the students in LA Unified are English learners with 92 different

languages represented.

Education Unit

The Los Angeles Unified School District (LAUSD) credential program consists of two major components: District Intern Programs and Induction. All LAUSD credential programs are now housed under the umbrella of the Teacher and Administrator Development Branch, Talent Management Division. The Talent Management Division is headed by an Executive Director who is responsible for all aspects of the Division. The Teacher and Administrator Development Branch is led by an Administrator who is responsible for overseeing the day-to-day operations of all programs leading to a California credential.

The LAUSD Credential Programs offer two preliminary credential pathways: General Education (Single Subject and Multiple Subject -- which has been placed on inactive status) and Education Specialist (Mild/Moderate Disabilities and Moderate/Severe Disabilities). Once participants are granted their preliminary credentials, the General Education and Education Specialist District Induction programs afford them the opportunity to refine their teaching practices through a continuous pathway to the clear credentials. Teachers entering LAUSD with a General Education (MS/SS) preliminary credential from an institution other than the District Intern program may also move into the LAUSD Induction Program that guides them through the steps necessary to gain their clear credentials. The district also offers an Autism Spectrum Disorders Added Authorization credential program.

Three administrators head coordination for the day-to-day implementation of the District Intern and Induction programs -- one for the District Intern preliminary credential programs and Education Specialist Level II programs, one for the General Education Induction program, and one for the Local District 7 pilot General Education Induction program. These administrators, who report directly to the Administrator of the Teacher and Administrator Development Branch, work with a cadre of Specialists, Advisors and Instructors, as well as support providers and mentors, to ensure appropriate implementation of all aspects of program design, course of study, candidate competency, coordination, and support services.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency or Association Reviewing Programs
Single Subject District Intern Program	Initial	35	23	CTC
General Education (MS/SS Induction Program)	Advanced	646	928	CTC
Preliminary Education Specialist Program (Previously Level I)	Initial	48	37	CTC
Education Specialist, Level II Program	Advanced	86	80	CTC
Added Authorization: Autism Spectrum Disorder	Advanced	NA	36	CTC

The Visit

The accreditation site visit for the Los Angeles Unified School district took place on February 27, 2012 through March 1, 2012. Five reviewers, comprised of both higher education and K-12 practitioners, accompanied the team lead. Two Commission staff members, including one consultant and the Administrator of Accreditation, facilitated the review. The team participated in multiple email exchanges and two conference calls in the weeks prior to the site visit to discuss logistics and expectations for team members, and to begin to discuss documentation and evidence available via Dropbox and the BTSA Induction website that the district had made available in advance to the site visit team. The site visit began on February 27, 2012 at the district office in downtown Los Angeles. The District’s mission, vision, and goals, as well as the general responsibilities of the Talent Management Division were presented in a brief orientation upon the team’s arrival. Following an opportunity to meet some district personnel, the reviewers began immediately on the afternoon of February 27 with a full interview schedule. These interviews took place at the District office, at Johnnie Cochran Jr. Middle School, and at the DELTA Center in Local District 7. Interviews and data gathering continued on Tuesday with the team deliberations taking place that evening. On Wednesday, the team reviewed additional information and site visit documentation to address remaining questions and concerns. The exit report was conducted at 1:00 p.m. on Thursday, March 1, 2012 at the District office.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

The Los Angeles Unified School District (LAUSD) Credentialing Programs in response to the District Transition to the District Core Beliefs (August 2011) and the new administrative structure, Talent Management Division, has an emerging research-based vision for educator preparation. The emerging vision is responsive to California's adopted standards and curriculum frameworks that has as its overarching goal the preparation and support of effective teachers for the achievement of diverse students. The research knowledge base stems from the works of Moir, Oakes and Lipton, Lee and Darling-Hammond, Stansbury and Zimmerman, and Dianda.

Evidence, such as the self-study, program materials and assessments, and interviews suggest that the research-based vision has framed the design of the program but has not yet been fully implemented in the curriculum content. The curriculum is articulated to the LAUSD Teaching and Learning Framework and California's adopted standards and curriculum frameworks. The goal of the program, as reported by program participants, program personnel, and stakeholders, is to prepare a quality teacher for diverse LAUSD schools and students.

A review of program documents confirms that LAUSD aligns its Induction Program goals to the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks.

Program documentation states a priority of the LAUSD credentialing programs is to provide candidates with high quality preparation, enabling teachers to meet the academic learning needs of their students. A continuing focus is maintained on student achievement while building strong professional relationships and developing lifelong professional learners. Interviews confirm the credential programs promote the cycle of continuous improvement for teachers new to the profession by supporting them in attaining the attributes, skills, and abilities necessary for professional educators.

Program leaders, faculty, specialists and advisors organize, govern, and coordinate all aspects of the program. Program instructional personnel and support providers participate in ongoing professional development offered through the “Learning Zone,” an online catalog of LAUSD course offerings to maintain and enhance an understanding of the roles and responsibilities necessary to provide ongoing support and instruction for candidates. Interviews with the program administrative staff, leadership team, support providers/mentors, and candidates reveal that through program surveys, seminar evaluations, and feedback to the program facilitators, stakeholders have a voice in the ongoing organization of the program. Program participants at all levels shared that the program has been responsive to the input, needs, and suggestions provided on surveys and course and seminar evaluations.

The unit has leadership assigned with appropriate status within the organization of the district with the authority to facilitate the assessment of the needs of each program, to determine their interests and create effective strategies to achieve the needs of all programs. Program administrators participate in meetings with other senior staff responsible from Talent Management, Human Resources, Instruction, and Fiscal for district-wide decision making that impacts the design and implementation of the program.

The LAUSD credentialing programs are operated through the District. The Superintendent supports the program by providing leadership, operational support, office space, classroom facilities, and equipment for its successful operation. Each program director is a member of their respective Division’s Management Team. The Administrator, Teacher and Administrator Development Branch, designates oversight of the program to each project director and provides access to the Superintendent’s policy and decision-making process. All representatives of the credential program have input to the overarching goals of the institution at large.

Evidence from interviews with district administrators, program candidates, program staff and site administrators confirm that program directors are accessible and responsive to district/school administration, site/program administrators, and program candidates. Decisions about the progress of candidates and any remediation that may be required for their continued growth are influenced by ongoing evaluation data and the input from both candidates and faculty. Each program director, in coordination with the Administrator, Teacher and Administrator Branch, has the authority to: select and employ personnel necessary for support, supervision, and instruction; design and implement strategies effective for the success of the program; establish leadership activities with its partners; develop and monitor budget processes to maintain fiscal solvency; and align overarching goals of the office with policies for program implementation. The Superintendent or designee has the final authority regarding program implementation and services.

LAUSD’s credentialing programs are responsible for monitoring the progress of each candidate. Each program has written criteria and an approved process for determining whether candidates have met the requirements for the credential. Program assessors determine whether the documentation and evidence are sufficient to recommend the candidate for the credential. Electronic databases track the completion status of candidates. Each director has the final authority to determine a candidate’s advancement to candidacy for a credential. Upon receipt of

the final clearance, Human Resources packages the credential completion data with performance reviews from site administrators. At this point, the completion data is sent to the Credentialing and Contracts Office where credential analysts advise candidates through completion of the online recommendation process. The collaboration of the credentialing programs, human resources, and credentialing and contracts create a seamless credentialing process.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

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

Findings

Each Los Angeles Unified School District (LAUSD) credential program develops and implements a comprehensive yearly program evaluation. An annual program improvement plan is developed based on the analysis of the data collected. Annual assessments focus on the goals and objectives of each of the program components, including the program design and rationale. A review of site visit documentation confirms that each program utilizes an ongoing assessment process to collect data that is available through a variety of sources such as contract documents; human resource records including employment status and credential status; and surveys, evaluations, and candidate performance data. Prior year data are analyzed, interpreted, and used in determining program trends and progress toward annual goals. Outcomes of the analysis provide guidance for adjustments and modifications to each program to facilitate ongoing improvement. While there is a richness of data for program assessment and evaluation, there is no evidence that the evaluation and assessment system functions at a unit level.

Interviews with program administrators, staff, faculty, and Advisory Board/Council members and a review of the Biennial Report, candidate portfolios, and other documents indicate that each LAUSD credential program has an assessment system for ongoing program evaluation and improvement. Program administrators review information from state surveys pertaining to credential candidates, support providers/mentors, district and site administrators, and various program staff. Also reviewed by program administrators are internally collected data such as course evaluations, workshops, professional development and training evaluations, portfolio reviews, and TPA results. Faculty, professional development providers, advisors, and specialists are involved in the collection, analysis, and use of data to improve coursework, professional development seminars, trainings, and program effectiveness.

The review of site visit documentation revealed the use of multiple measures to gather information on candidate qualifications, proficiencies and competence, participant progress, completer performance, and program effectiveness. Systematic formal and informal data analysis

is utilized to design program changes for the current or subsequent years and to meet the needs of candidates. Each program utilizes data collected from all stakeholders in the professional community to evaluate program effectiveness and plan program improvements. Candidate coursework, portfolios, and performance assessments serve as a primary source of information to measure progress towards outcomes. An example of this is the change in course content based on TPA results gap analysis described by a panel of general education faculty.

Programs maintain a database to track completion of requirements such as course completion, TPA completion, culminating tasks, and portfolio entries. The database is utilized to generate reports on individual and aggregated data on candidates' progress. The functions and report capabilities of the database, designed by *Nicely Done*, was demonstrated for the review team.

A review of the program's Biennial Report substantiates interviews of faculty, professional development providers, support providers/mentors, advisors, candidates, and program completers, and provides evidence that 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.

Each program implements an ongoing process of evaluation and program improvement. Adjustments are implemented as appropriate in response to the analysis. Components are examined to determine necessary adjustments to both short and long term program design and implementation for continuous program improvement.

Rationale

A review of documents and interviews with relevant stakeholders indicate a lack of data regarding a singular unit assessment system that evaluates the effectiveness of the unit and its delivery of services to other constituents in the unit. There is a richness of data about the effectiveness and quality of each program and its operation; however, no data were found to provide evidence that a unit assessment system is in place. There is evidence of collaboration among the programs and evidence from local district employees, representatives of institutions of higher education, and site administrators that the programs provide valuable services.

Standard 3: Resources

Met

<p>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.</p>
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Findings

The Los Angeles Unified School District (LAUSD) ensures that the Intern and Induction programs operating under the Teacher and Administrator Development Branch within the Talent Management Division has the necessary budget, personnel, and facilities to effectively operate each educator preparation program. The budget has various streams of revenue, including the Commission on Teacher Credentialing Block Grant (Tier III funding), Title II funds, and district general funds, that allow each program to hire effective faculty, professional developers, co-facilitators, support providers and full release mentors for the Local District 7 FAS pilot. Support personnel, budget and payroll consulting are additional forms of support provided by the district.

Leadership of both Intern and Induction programs reports that despite shrinking budgets due to the state's budget crisis, they are able to creatively use technology to leverage qualified personnel and facilities to meet the needs of candidates as they meet credential requirements. Resources include technology support for Induction and Intern websites, Moodle™ and Dropbox to allow candidates to access program information and to complete the program requirements.

Professional developers and instructional faculty indicate that materials, technology, and facilities are readily available to support their work with candidates. Furthermore, program leadership confirms that using internal personnel to provide professional development is an efficient use of fiscal resources and takes advantage of the talented personnel who work and teach in the district. Candidates report that working with practicing teachers is a program strength and allows them to become more reflective educators.

Within the fiscal constraints of a strained economical setting, the review team confirmed that sufficient resources are allocated to each program director for coordination, admission, and advisement. Programs allocate time and resources to develop and implement curriculum, professional development, and instruction to meet program and candidate needs. Program leaders confirm that they frequently reflect and analyze data to continually assess and manage resources to provide effective teacher preparation. Each program has available fiscal resources to provide qualified supervisory and site-based support personnel to all credential candidates. Field supervisors and support providers/mentors are sufficient to meet program needs. The coursework and fieldwork faculty support program coordination, admission, advisement, curriculum and instruction, and professional development. Candidates report that each respective program provides sufficient orientation and support for them to complete program and state requirements to be recommended for a credential.

Candidates and program staff report they have sufficient access to a variety of information resources and instructional materials such as program websites, training materials, technology and texts. Program funding provides full time classified and clerical staff to support the day-to-day operations for the combined programs. In addition, candidates were complimentary of how technology, along with the support of Co-Facilitators, allows for timely feedback with the formative assessment process. Co-Facilitators also reiterated the helpfulness of technology venues in providing timely feedback to candidates.

The Administrator of the Teacher and Administrator Development Branch has oversight over the educator preparation programs and ensures that the resource allocation process is inclusive. Full-time administrators serving as directors for the Intern and Induction programs are responsible with stake holder input for program design, for implementation, budget, staffing, coordination, and allocation of resources for support of the candidates in accordance with state legislation governing each program. As reported by program stakeholders, “A continuous flow of conversation” ensures that programs have the necessary resources to effectively prepare educators to meet program and state requirements. A review of the division budget, candidate matches with support providers/mentors, and division organization personnel charts confirm an adequate distribution of resources across credential programs and district service areas.

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 institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

A review of self-study documents, faculty resumes, and interviews provide evidence that Los Angeles Unified School District (LAUSD) credentialing programs have qualified persons employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences. Resumes reveal that faculty are experts in their fields and hold advanced degrees, Masters, and doctorates and have a depth of public school experience and training. All stakeholders spoke regarding the programs’ faculty’s professionalism, quality and expertise.

Qualifications are well established through written descriptions of roles and responsibilities for each position in its program. Faculty, course instructors, professional developers, and support providers/mentors go through an intense application process which entails submission of a letter of intent, resume, recommendations, an observation of teaching practice, a video observation examination, and interview.

Applicants for site-based supervision/support must meet the minimum requirement of 3 years of successful experience and a clear California teaching credential or certificate. Faculty is usually recommended by district personnel based on approved program guidelines and demonstrated expertise in the content area of the candidate they support. The administrators of Talent Management and Teacher and Administrator Development, including Program Directors, maintain final authority in the selection of faculty, professional development personnel, and support providers/mentors.

Program directors from the credential programs formally and informally evaluate support provider/mentors, instructors, and professional development providers on a consistent basis to monitor the implementation of best professional practices. Program personnel communicate and model research-based strategies and best professional practices in teaching and learning, scholarship, and service. Additionally, program personnel and candidates participate in ongoing professional learning communities to increase their content knowledge and skill. Instructional personnel and faculty collaborate with personnel from the Office of Curriculum, Instruction and School Support in order to remain current in the context of public education. Annual professional development for faculty and support providers/mentors is required in order to increase their knowledge and skill in the use of the formative assessment processes used routinely in their practice.

A review of resumes documents that faculty and professional development facilitators have the training and experience that indicate knowledge in the content they teach, understanding of the context of public schooling, and modeling of best professional practices in teaching and learning, scholarship, and service. Interviews with Intern and Induction program candidates indicate that the professional development facilitators go out of their way to learn about the contexts in which their participants are teaching.

As documented through interviews and a review of site visit documentation, program personnel reflect the diversity in their schools and community. Program personnel attend diversity training, or have previously attended or been prepared to work with diverse populations. Personnel must have met the ‘multi-cultural’ requirement that is required of all employees before they are eligible to receive salary advances. LAUSD provides regularly scheduled opportunities for personnel to participate in diversity training through the Office of Curriculum, Instruction and School Support. The Division of Human Resources and the certification programs provide annual professional development in “Equity and Diversity” for program personnel. All credential programs foster cultural and language proficiency awareness of candidates to enable effective teaching practices for diverse learners.

Program faculty and instructional personnel including support providers/mentors and professional development facilitators for all credentialing programs have experience working with the core academic content standards and frameworks of the content area for instruction. Supervisors, instructors, and district based support personnel are knowledgeable of subject specific curriculum and the local district need. Site based support personnel provide core content support by arranging observations and/or opportunities for collaboration with content instructors familiar with the standards and frameworks of the content area of instruction. Program directors

communicate knowledge of the public school accountability systems with all program personnel through regularly scheduled meetings and/or professional development. The district maintains the Learning Zone, an online catalogue of a wide array of courses and professional development opportunities.

LAUSD provides professional development support for faculty, support providers/mentors, and staff through the divisions of Human Resources and the Office of Curriculum, Instruction and School Support as well as program specific workshops and training. The programs ensure all support providers/mentors receive training in instructional mentoring utilizing FACT or FAS.

Faculty/staff development is designed based on systematic review of program data and faculty performance. Candidate evaluations and feedback for all programs are used to improve instructional and support personnel effectiveness. Partnerships with leading experts in new teacher development and leadership, such as the New Teacher Center, contribute to growth of faculty and staff.

LAUSD credentialing programs regularly assess the performance of faculty, course instructors, and professional developers through evaluations at the end of a session, routine program surveys, and periodic observations by program staff. Candidate feedback, support logs, and candidate portfolios/performance indicators provide additional information. The leadership team of each program analyzes the data gathered to determine the effectiveness of instructors and professional developers. Program staff meets with instructors and supervisors collectively and individually as appropriate to provide formative feedback on their work. Those who consistently receive sub-standard evaluations are given the opportunity to engage in steps to increase their effectiveness and ultimately released from their responsibilities if improvement does not occur.

Each credential program recognizes excellence on an ongoing basis as well as through formal and informal communications.

Standard 5: Admission

Met

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

Findings

Candidate interviews and evidence reviewed at the site confirm that criteria for admission are followed consistently. All candidates participating in Los Angeles Unified School District (LAUSD) credentialing programs must be employed by the district or charter schools within the geographic boundaries of the district to be eligible for participation. The Human Resources Division has clearly defined criteria that parallel or exceed state regulations for employment and a process for hiring that includes application, resume, recommendations, and interviews. Human Resource staff and credential analysts confirm that candidates for the credentialing programs must meet all Commission-adopted requirements including, but not limited to, subject matter competence and basic skills requirement and preliminary credential, in the case of induction. Newly hired teachers are informed of their roles and responsibilities as employees of LAUSD that include notification of credentialing programs requirements. The credentialing programs' leadership regularly collaborates with staff in the Human Resources Division to ensure eligibility and appropriate placement of candidates into assignments that will lead to the appropriate teaching credential. The Human Resources Division website provides a clearly defined application process and identification of support staff to assist potential applicants.

Interviews with staff, including Human Resources and credential analysts, confirm that Human Resources staff communicates during the hiring process the next steps to each applicant and assists applicants in completing required employment documents. Applications and supporting documentation are screened to ensure that eligible applicants meet minimum qualifications. Successful paraeducators and other support staff are recruited for the possibility of entering the teacher preparation career pathway. Staff expressed pride because many former students of LAUSD continue with their education and become teachers for the district. These individuals are typically representative of the student populations that they teach.

Candidates participating in the district's credentialing programs are initially hired by the district prior to admittance into the respective credential program. Pre-professional experiences are verified by human resources staff through the application and interview process. All eligible applicants for employment participate in a standardized interview process that addresses topics including sensitivity to LAUSD's diverse student and community population, effective communication skills and potential for success. Human Resources staff explained during interviews how credentialed teachers who have received Reduction in Force (RIF) notifications must meet the program's established pre-service requirements, provide recommendations from site administrators and complete additional interviews to be considered for the special education intern program. Interviews with Human Resources staff and credential program leadership indicate 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 success.

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.

Findings

The Los Angeles Unified School District (LAUSD) hires only individuals who have met pre-employment criteria, including but not limited to a 3.0 GPA, at least three recommendations, and an interview process that identifies the individual's experience with English learners, Students with Disabilities, and Gifted and Talented.

Intern candidates must meet district employment criteria including pre-service requirements and program specific criteria, such as subject matter competence, to be hired by district principals. Furthermore, the district has a rigorous selection process that includes pre-service and additional interviews for Reduction In Force teachers to be considered for special education positions and the intern program. Human Resources and program leadership confirm effective communication between its members to properly advise and assist candidates of program entrance and completion requirements.

Upon hiring, the individual is oriented to the Induction Program via a pamphlet that provides information and contact names and numbers. It is incumbent upon the new teacher to register for induction; however staff members from the Human Resources department develop a list of new hires and forward this list to the Induction program director. This allows Induction staff to follow up with new hires and site administrators to ensure timely registration into the program and assignment of a support providers/mentors.

Information and advisement for credential programs offered through LAUSD are available through initial advisement with Human Resources. Candidates receive information about program requirements and attend orientation where staff clarifies expectations and the process to complete the requirements to be recommended for a credential. Candidates report that information regarding program requirements is easily attainable via the program's website and support providers/mentors. Credentialing specialists and program leadership indicate that each program verifies all requirements have been met for a credential recommendation, which initiates notification. A checklist outlining that the professional development plan has been met verifies for credential specialists that an online credential recommendation can be made.

Both the Intern and Induction program regularly collaborates with personnel within Human Resources to provide support and assistance to candidates. The Intern program retains only those

candidates that have satisfactory evaluations and adequate service hours.

Per California Education Code and Induction Program Standards, the formal evaluation of a teacher's performance by a site administrator and the documentation of a candidate's formative development collected in collaboration with a support provider/mentor function separately. However, Induction candidates must maintain adequate progress in the program. Advice and assistance from site administrators and program staff appropriately redirects Induction candidates to ensure program completion.

Interviews with staff and candidates confirm that candidates are advised of their responsibility to make adequate progress in meeting program requirements. Each program has a clearly defined process in place to monitor each candidate's progress toward program completion and maintains a database as a record to document candidate status. Participants submit evidence of completion of program requirements during regularly scheduled sessions for each program.

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.

Findings

The Los Angeles Unified School District (LAUSD) credential programs have a planned sequence of field experiences that are designed by program and district personnel. The credential programs and unit partners review program evaluations and provide input about the program design through annual meetings.

The LAUSD credential programs provide several levels of support and guidance for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that K-12 students meet state-adopted academic standards. Support providers/mentors function as field mentors in the classroom experience and professional development facilitators act as coaches during the formative assessment assignments. Support providers/mentors, candidates, and professional development facilitators convene at professional development seminars to collaborate and interact with content designed to be relevant to both classroom and assessment activities.

Supervised field based experiences for District Interns begin during pre-service and continue throughout the program. Candidates complete a series of focused observations of exemplary teachers working in an area consistent with the credential they are seeking. They are placed in a classroom with a cooperating teacher who guides them as they observe in the classroom. Once placed, District Interns participate in specifically designed practice in teaching tasks under the guidance of a trained support providers/mentors/mentor.

Candidates in the Education Specialist Intern program confirm through interviews their experience of supervised fieldwork within a general education classroom during their off track time in addition to their experiences in the assignment that is consistent with their area of authorization.

Induction candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in their professional roles. They continue to examine their practice and add to their research base as they construct inquiries with the guidance of a support providers/mentors/mentor to focus on improving their practice in order to improve student learning. They engage in reflective practice as they design and implement instruction, select targeted differentiation strategies, and analyze the resulting student work.

In each program, a review of program documents confirm that a candidate's knowledge and ability to use academic content standards and strategies to meet all student's needs is documented using a variety of program tools and evidence such as portfolios, course assignments, and reflections.

Candidates report that they submit evidence of their progress in the field-based experiences through portfolio activities and/or TPA assessment where they demonstrate evidence of meeting the requirements to be recommended for the credential. Program personnel report that they gather evidence of the effectiveness of the experiences through analysis of candidate work, surveys of candidates, instructors, and supervising staff, observations, and participation in the annual accreditation process. Data are collected, analyzed, and utilized to assess program effectiveness and guide program modifications. Site administrators provide a summative evaluation of a candidate's effective teaching practices.

Interviews with program leadership, faculty, and candidates confirm that collaboration regarding the criteria for selection of school sites, effective personnel, and site based supervising personnel occurs within the District. Selection and assignment of support providers/mentors for Induction candidates is governed by the bargaining unit agreement developed in accordance with credential standards and District policy. The process involves collaboration between Human Resources, the school sites, and the Intern program. Interviews of administrators, human resource personnel, and program administrators attest to the seamless process in the district. Support providers/mentors, chosen through a rigorous screening process, provide 8 hours of support per month to candidates. Candidates remark that they usually see their support providers/mentors/mentor weekly for meetings and maintain contact by email or telephone between meetings. Uniformly, they state that their support providers/mentors were prepared, informative, and helpful.

In addition to support providers/mentors, candidates are supported by a rich support network that includes resources such as: school site administrators, district content or instructional specialists, professional learning communities (cohorts of teachers meeting to discuss academic content, student data, inquiry projects), program sponsored teacher learning communities (cohorts of candidates meeting for collegial support, instruction, and to discuss relevant formative assessment and/or research); program instructors (current practitioners providing support to both clinical support teachers and candidates); and fieldwork placement administrators (local district administrators identified as liaisons to the certification program).

Supervision provides candidates with multiple opportunities to examine issues of diversity that affect school climate, teaching and learning as well as providing candidates with best practices and strategies to maximize academic achievement for all K-12 students. In interviews with candidates they confirm their use a variety of tools to examine their ability to design and implement instruction in an inclusive and equitable way. Candidates are required to utilize formative assessment activities, including objective observation data throughout the credentialing process, to minimize bias and examine strategies that are culturally responsive to their students' needs. Candidates specifically engage in formative assessment and teaching performance assessment activities where they articulate their strategies for responding to diverse populations.

A review of coursework, field experiences, and formative assessment confirms that processes are in place to focus candidates on the discovery of and implementation of research based strategies that improve student learning. Candidates examine and develop research-based strategies using inquiry in the context of their teaching. As a part of their submission of evidence for each program, candidates indicate research that they have referenced and how it impacted their instructional planning and implementation. Analysis of results and impact of the research on their own practice and on student learning is included in their documentation.

Standard 8: District-Employed Supervisors

Met

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

Findings

Though the induction program is not responsible for responding to Common Standard 8, it is evident that in all programs district-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. District-employed supervisors serving in the roles of support providers or mentors (LD 7) for interns and

new teachers are teacher leaders in their field. A review of supervisors' vitas indicates that they hold advanced degrees or certifications in the areas of services provided to candidates. Most supervisors stated that they began as teachers within Los Angeles Unified School District (LAUSD).

Support providers/mentors are selected as a result of a rigorous application process. Their knowledge of the academic content standards for students is evaluated through interviews and letters of reference from prior site administrators which speak to the supervisors' evidence of effectiveness in classroom management, discipline, implementation of differentiated instruction, and instructional leadership with peers. Identified criteria, including rubrics for performance in interviews, teaching, and interpersonal communication, define the levels of acceptable performance for support providers/mentors.

All support providers/mentors participate in a series of professional development activities such as seminars, conferences, and symposiums to enhance their skills in supervision and the implementation of the FACT or FAS system for induction candidate assessment. These activities provide the supervisors with a strong knowledge base and set of skills in coaching and application of adult learning theory. The support providers/mentors interviewed shared that the coaching academies and the mentor academy provided the content for working with new teachers and additional knowledge that was incorporated into each coach's practice.

In addition, support providers/mentors have the opportunity to expand their professional practices as teacher leaders and develop networks of communication for the sharing of information, research-based strategies and best practices. Support providers/mentors shared that the emphasis on their continued professional development encourages them to further refine their skills in the areas of communication, coaching, and content delivery.

A variety of methods incorporated into the process for the evaluation of the support providers/mentors. The supervised candidate and the candidate's principal evaluate each support provider or mentor. Candidates report that support providers/mentors were continuously requesting informal feedback as to the effectiveness of the supervision. Most candidates and program graduates attributed their success as teachers to the guidance received from their support providers/mentors. Candidates shared that the end of program surveys provide an opportunity to evaluate their supervisors and the supervision process, however, the candidates and graduates want their support providers/mentors to know how valuable they are to teacher development long before the final evaluation process.

Support providers/mentors report that they develop strong positive relationships with the site administrators. At the end of each school year, the principal determines if support providers/mentors will return to the school site the following year.

Each year the support providers/mentors are recognized formally through the presentation of certificates, end of year celebrations, professional materials and additional opportunities for professional development. Candidates and graduates shared that the program celebrations

provided them with an opportunity to demonstrate their appreciation for all of the guidance provided by their support providers/mentors.

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.

Findings

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.

All applicants to the Los Angeles Unified School District (LAUSD) District Intern programs must go through a rigorous hiring process. Staff in the Talent Management Division verified that candidates are required to pass the CBEST, verify subject-matter competence, satisfy the CPR requirement, and hold a bachelor's degree with a 3.0 GPA for admittance to the program. Talent Management staff shared that LAUSD has increased the GPA requirement from a 2.7 to 3.0. The interview process includes a face-to-face interview to ensure the candidates have the skills, knowledge, and dispositions to be successful in addressing the needs of the district's diverse student population.

Talent Management program staff shared that candidate recruitment efforts are focused on the LAUSD Reduction In Force (RIF) credentialed teachers (CENTSE). The interview process is rigorous and many qualified and talented LAUSD teachers are rehired and brought into the special education pool. Staff, faculty, and administrators shared that the hiring process assures that candidates meet or exceed expectations for the knowledge, skills, and dispositions required for teaching LAUSD diverse students.

District Intern candidates (Single Subject and Education Specialist) are assessed several ways, utilizing formative and summative assessments. A review of program documents indicates that candidate competency is met with the following: successful completion of all coursework, completion of the Portfolio Tasks and Professional Development Plan, and passing scores (3 or 4) on the 4 CalTPA tasks (for Single Subject). Interviews with program leadership, the credential staff, completers, and a document review indicate that the candidates are demonstrating mastery of the Teaching Performance Expectations and the California Standards for the Teaching Profession. Candidates attend the 160 hours Pre-Service Orientation and are introduced to the Portfolio, Professional Development Plan, coursework expectations, and the requirements of the program. District Interns complete a Professional Development Plan, which includes 5 tasks,

aligned to the Teacher Performance Expectations and California Standards for the Teaching Profession.

Evidence reviewed at the site confirmed that a core belief of LAUSD's program is immediate and regular feedback and the application to learning today and applying it tomorrow. The assessment system reinforces this vision. Candidates meet with their support providers/mentors and program leadership regularly to assess progress and get feedback. During interviews, candidates and graduates confirmed that the regular and ongoing feedback received is essential to their development and understanding of the profession. Moodle™, an online course management system, is the vehicle used to communicate progress, ask for additional feedback and support, and where all curriculum materials are housed. Candidate, faculty, and program leadership verified that Moodle™ is an efficient way to provide feedback and support student growth and development.

Program administration, faculty, students, and graduates confirm that candidates receive regular feedback on their progress and are given multiple opportunities to complete all assignments. Candidates must complete all coursework, attend every class, and earn passing scores. LAUSD allows candidates to take makeup classes and submit assignments repeatedly until they earn a passing score. The program philosophy is mastery of learning.

Candidates in the Preliminary Education Specialist District Intern program (formerly the Level 1 and 2 Education Specialist program) complete a series of portfolio tasks demonstrating at proficient competency in the California Standards for the Teaching Profession as well as the Program Standards for their specific credential. Signature assignments have been identified throughout the program and are incorporated into the candidate's portfolio. Information from the portfolio tasks is utilized formatively to guide the intern's professional growth during the program. The portfolio tasks are aligned with the standards and are assessed by trained assessors.

Interviews with faculty and district employed personnel confirm that various personnel are involved with candidate assessment. For DI candidates, in order for the program to recommend a candidate for a credential, candidates must successfully complete all coursework (including fieldwork), pass all state required tests (RICA, CBEST, CSET, US Constitution), verify CPR certification, and have satisfactory Stull Evaluations.

Program leadership verifies the candidate has successfully completed all program requirements and sends their written recommendation (program completion) to the Talent Management team. The site administrator submits satisfactory Stull Evaluations for DI candidates to Talent Management. Program credentialing staff verifies the completion of all required elements and then makes a recommendation.

Induction candidates confirmed they are observed every two weeks by their support providers/mentors/mentor and receive regular feedback aligned to the California Standards for the Teaching Profession. Induction participants complete the FACT or FAS (depending upon their program start date), which includes completion of the 4 Inquiry tasks, an Individual Induction Plan, Continuum of Teaching Practice, and a Culminating Teaching Event. Upon

completion of these assessments, program leadership verifies and sends a completion notification to Talent Management. The credential team verifies and then makes a recommendation. Induction candidates complete an exit survey.

Reflection is a major aspect of all activities and assessments, and performed by all partners within the program. The previously mentioned assessments are also utilized to assess the knowledge, skills, and abilities in field experiences.

General Education Single Subject District Intern Credential Program

Program Design

Los Angeles Unified School District's Single Subject District Intern credential program provides experiences designed to create a student centered culture of reflective practice and inquiry. The program is relevant, reflective, and based on the philosophy that the candidates use what they learned today in the classroom tomorrow. The mission of the District Intern program is to *prepare urban public school candidates to effectively educate all students so that each contributes to and benefits from our diverse society*. A review of program documentation, student work, and interviews with candidates confirmed that the program is delivering on their mission.

Candidates use data to guide instructional planning and meet the needs of their diverse students to maximize each student's potential. A review of candidates' Portfolios (What's Behind the Classroom Door) demonstrated their use of data in their classroom. Candidates commented that the program instilled in them the value of being data-driven and how it impacted their daily teaching practice. A few candidates reported that they would benefit for additional strategies that link to current research.

The program design includes a Program Coordinator who manages a staff of full-time faculty, instructional faculty, part-time faculty, and teacher advisors. The team provides cohesive support for the candidates as they complete the program.

The district uses web-based resources to communicate with teacher candidates, provide feedback on assignments, and track progress. A teacher advisor monitors student progress using a software system, developed by *Nicely Done*. Faculty and support providers/mentors use tools such as Moodle™ (online course management system) and Learning Zone (professional training portal) to track candidate progress. Interviews with teacher candidates confirmed they receive regular feedback about their progress and opportunities to grow and develop and they value the use of Moodle™.

The District Intern program is a structured and purposefully sequenced 12-month program based on the program standards, Teacher Performance Expectations, and the needs of beginning teachers. Candidates attend a 160-hour Orientation where they are front-loaded with coursework such as Classroom Management, Teaching English Learners, and Foundations of Education.

The coursework is designed to engage each candidate in a collaborative environment focused on problem solving. Candidates apply new learning in their classrooms and are supported by a district trained and approved support provider. Over the course of 12 months, teacher candidates participate in courses, fulfill portfolio requirements, and complete the Teacher Performance Assessments. Interviews with candidates, faculty, and program leadership confirmed the importance and value of this experience.

Pre-Service orientation focuses on the essential skills needed to become the teacher of record. The program philosophy was clearly stated by candidates, completers, faculty, and program leadership; learn skills today and apply them tomorrow. A foundation of the program is training talented teachers who are committed to the students.

Recent program changes include streamlining the program from a 18-month to 12-month program to better accommodate the traditional teacher calendar and ensure program completion. The program has added an online learning component to each class called Moodle™. Candidates commented that Moodle™ is an excellent tool to communicate with their support providers, faculty, teacher advisors, and each other. The forums are used to share ideas, concerns, and progress. Faculty and candidates said the cohort model is a program strength. Graduates commented that one of the hidden benefits of the program was having time to get weekly feedback from their peers.

All program documents are housed in an electronic file. The program has modified the support provider process to include a video simulation and to ensure that an exemplary support provider mentors each candidate. Site administrators commented that the support providers are held to a rigorous hiring standard and they are highly qualified. The mission of LAUSD is to increase teacher quality and impact student learning. Candidates, faculty, central office staff, and program leadership confirmed that this is a shared vision.

Teacher candidates provide input using a variety of structures and formats including in-class contributions, individual conferences, intervention meetings, session evaluations, online journaling, emails and phone calls. This information is used to make curriculum decisions. A review of Portfolios and interviews confirmed the value of these communication systems.

The District Intern program meets regularly with outside agencies to share best practices, collaborate, and refine their program. Interviews with Advisory Team members and a review of program documentation verified that the Advisory Team (Regional Los Angeles Network) meets monthly and provides insight and input on the program. Agendas include discussions about specific programs and state updates.

Course of Study

Candidates attend a 160 hour Pre-Service Orientation that includes an overview of each course, program contract, timelines for program completion, and district priorities. The goal of the summer session is to meet the immediate needs of a beginning teacher to ensure success. The course of study includes an introduction to the Portfolio, Foundations of Education, Classroom Management, and Methods for Teaching and Learning. Candidates commented on the importance of this coursework and being “set up” for success. Central Office staff ensures that candidates are aware of program and LAUSD expectations from the beginning of the program. Candidates sign a Standards and Guidelines for District Intern Programs.

Immediately following the Pre-Service Orientation candidates are assigned to a school. The candidates attend 4-hour Monday night classes for the year. The curriculum is relevant,

reflective, and practical. A portfolio review verified that candidates are engaged in classes that challenge their beliefs (The Culture and Community Connection), are reflective practitioners (My Life as a Teacher) are data driven (What’s Behind the Classroom Door), are focused on maximizing instructional time (Spending Time to Save Time), and have time to network (Networking One-on-One). These tasks are aligned to the Teacher Performance Expectations and California Standards for the Teaching Profession.

During Semester One, candidates are the teacher of record, attend weekly classes, and their classroom is their “lab”. The coursework focuses on classroom management, pedagogy, methods of teaching English learners, teaching in a multicultural society, teaching math and science, the CalTPA Subject Specific Pedagogy, and TPA Designing Instruction.

Second semester coursework includes Methods of Teaching Reading in Content Areas, Portfolio Development, Advanced Classroom Management, Integrating Standards, Curricula and Assessment, Voices of Diversity, Cultural Community Connection, CalTPA Assessing Learning, CalTPA Culminating Teaching Experience, and the Preliminary Credential Exit Symposium. The candidates continue to meet weekly with their cohort and reflect on their practice, share experiences, provide support, and refine their practice. The Portfolio Development course provides support to teacher candidates as they meet district and state requirements. The course, which meets periodically throughout program, is a touch point to ensure candidates understand and can complete all assignments. Candidates commented that the Portfolio Courses are where they are “reminded” of expectations, timelines, and their progress.

The coursework focuses on the issues facing beginning teachers; classroom management, meeting the needs of all students, working with English learners, and teaching diverse students in a diverse culture. Teacher candidates take two courses focusing on classroom management and learn strategies to manage the class and deal with extreme behavior issues. Candidates and faculty commented that managing the class is essential to being a successful teacher. The Methods of Teaching English Learners course equips teacher candidates with the necessary skills for teaching English learners. To address the broad ethnic diversity within the district’s student population, the District Intern program offers two courses related to diversity and multiculturalism. The focus of these courses is to improve teacher candidates’ cultural proficiency and ability to deliver culturally relevant and responsive pedagogy. Candidates reported that these two courses made the biggest impact on their teaching.

District-trained support providers provide regular feedback to candidates (weekly) and help candidates makes connections from the field to the classroom. Support providers complete formal observations each semester, provide feedback and advisement, and act as a mentor. Candidates told the review team when they have asked for a support provider to come in and help them in their class, the help has been timely and effective. The support provider mentors them in improving their teaching practice and successfully completing their portfolio assignments, CalTPA tasks and coursework. Candidates start the CalTPA during their Portfolio classes and assignments are practical and aligned to the Teacher Performance Expectations.

The site administrator completes the required district Stull evaluations for DI candidates and works collaboratively with school site support providers to advise and guide teacher candidates in effective implementation of curriculum. The site administrator completes the summative evaluation and makes the hiring decision. Site administrators confirmed they work closely with Talent Management and program leadership during the evaluation process. Program leadership, Talent Management, and the Credential Team all commented on the effectiveness of their two-way communication. The team reviewed all forms and verified the communication system. District Intern advisors counsel teacher candidates about their progress through email, phone calls, and office visits. Candidates commented that there are multiple points of support including faculty, administrator, Tuesday Professional Development days, support staff, and program staff.

Candidate Competence

Candidates receive regular and ongoing feedback using the Moodle™ system, through the Portfolio courses, and through their professional development plan. Candidates confirmed they received feedback after each course using a four-point scale based on participation and quality of completed coursework. The philosophy of the program is “mastery learning” and students have the opportunity to revise assignments to demonstrate subject competence. Candidates are required to attend every Monday night and must make up any assignments. Candidates are assessed on their coursework, Portfolio Assignments, Professional Development Plan, and the CalTPA tasks. Candidates confirmed they receive written feedback on all work.

Candidate competencies are assessed using the State-mandated CalTPA. CalTPA tasks are graded on a four-point scale with three as a passing score. Candidates who do not pass the CalTPA are provided feedback and intervention and are allowed to resubmit the tasks after making appropriate revisions. Interviews with the CalTPA staff verified that non-passing students are contacted, remediated, and supported as they revise the CalTPA tasks.

Candidates are notified about program expectations during the Pre-Service Orientation, through courses, through intervention session, via emails, phone calls, through meetings with their support provider, and Moodle™. Faculty, support providers, candidates, and program leadership confirmed the importance of multiple points of contact and the effectiveness of the communication. Candidates commented that they feel fully supported and the program’s real world application makes it exceptional.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, support providers, program leadership, and supervising practitioners, the team determined that for the General Education Single Subject District Intern Credential Program all program standards are **met**.

**Preliminary Education Specialist District Intern Credential Programs:
Mild/Moderate Disabilities and
Moderate/Severe Disabilities**

Program Design

The Preliminary Education Specialist Mild/Moderate Disabilities and Moderate/Severe Disabilities District Intern Programs are in their first year of implementation. These programs, primarily based on the content of the prior Education Specialist Mild/Moderate Disabilities and Moderate/Severe Disabilities Level I and Level II programs were developed to meet the new Preliminary Education Specialist Teaching and Other Related Services Credentials (2008). The first cadre of intern candidates will complete their credential program coursework and fieldwork at the end of the school year. These candidates are all CENTSE (Credentialed Educators Now Teaching Special Education) candidates, teachers with valid General Education credentials who are obtaining Education Specialist Credentials.

The Los Angeles Unified School District (LAUSD) serves as the lead educational agency for the District Intern Program. The District Intern Program is a part of the Talent Management Division, and the Teacher and Administrator Development Branch. An Administrator leads this Division and the day-to-day program coordination for the Education Specialist District Intern program is the responsibility of the Administrative Coordinator who reports directly to the Administrator of the Division.

The structure of the Intern Program supports communication among service providers, course instructors, candidates and program managers at various levels. The District Intern Programs use several web-based resources to communicate with candidates, support providers, staff, and instructors. General information and program requirements are published on the District Intern website. Through an online course management system, Moodle™, course information, resources, feedback, and grades are communicated to teacher candidates. Course registration and attendance are tracked through Learning Zone, a professional development and training portal of the LAUSD. Additionally, program staff regularly communicates with candidates, instructors, and support providers both in person, by telephone, and via email.

Communication from the Education Specialist District Intern Program with others within the LAUSD leadership is evidenced through participation in leadership meetings. Program staff meetings allow for the communication, alignment, and other processes leading to program implementation. Course faculty repeatedly spoke to the value of the staff meeting and the opportunities for collaboration, course development and program evaluation. Additionally the program communicates with other agencies through participation with outside agencies including Los Angeles Regional Network, Advisory Councils, Los Angeles Institute of Higher Education Committee, Commission on Teacher Credentialing State Regional Director meetings, and Cluster Meeting.

The program is delivered using several modes of delivery including Moodle™, face-to-face courses, small group learning seminars, online work, and individual study. The coursework often includes field-based activities that allowed for application of the content or strategy. Current candidates repeatedly stated that the structure and format of the coursework and fieldwork enabled them to take what they had learned in a class session and incorporate it the following day in their teaching or other work as an Education Specialist. Candidates indicated this theory-practice connection meant that their education was authentic, and relevant and enabled them as teachers to focus on the needs of their students.

The program modifications over the recent two years were based on the adoption of the new standards for Education Specialist Teaching and Other Related Services Credential Program Standards (2008, 2010) and the need to have teachers complete their study within a calendar year. Program support providers noted that the program modifications have better prepared the teachers to meet the academic, social, emotional, and behavioral needs of the students. Effective content and service delivery for students with Autism Spectrum disorders and classroom management have been incorporated into many of the courses. Additional changes include a course in reading instruction across content areas and teaching English learners. The changes provide for greater efficiency at the beginning and the end of the program. The Pre-service Orientation was streamlined from 240 hours to 160 hours. A similar orientation for CENTSE candidates was streamlined from 160 to 80 hours. In addition common ‘signature’ assignments were incorporated into specific courses; these signature assignments are used in the formative assessment process and included in the portfolio construction and reflection.

Stakeholders interviewed included program candidates, completers, advisors, faculty, and support providers. Each group reiterated the fact that input to the program leadership was ongoing and often lead to improvements in efficiency and responsiveness to the needs of teachers. Online communications, surveys, small focus groups and informal conversations are avenues for program input and evaluation. For instance, stakeholders interviewed shared that a need for greater emphasis on classroom management and teaching English learners had been identified in the Special Education District Intern programs. As a result the new program was designed to frontload classroom management and strategies for teaching English learners. The program leadership receives continuous input from site administrators as the administrators evaluate the intern candidate at their site for retention on the school faculty.

Course of Study

Courses are divided into three clusters; summer, first semester and second semester. The summer series of courses that occurs prior to the first day of class and is intended to meet the immediate needs of a beginning teacher for success in the classroom and to fulfill the requirements for exposure to pedagogy, classroom management and pertinent LAUSD priorities. As the program continues to refine the content of the new program, leadership reports that they will continue to carefully refine the alignment of their course offerings with the elements of the new program standards. They will utilize current best practices, research, and program requirements to ensure that all candidates are well prepared and have met program standards.

Throughout the program emphasis is placed on the legal, ethical, and professional responsibilities each individual has to students, school, program, and the profession. Strategies for closing the achievement gap, culturally relevant pedagogy, and, in general, multiculturalism and diversity, are areas of focus within courses, but are also threaded through all of the courses in the program. In addition, strategies for classroom management and meeting the needs of students with Autism Spectrum Disorders are found in content courses and fieldwork experiences throughout the course of the program.

The course of study reflects the content of the program standards as well as the knowledge and skills needed to be successful as a teacher in the LAUSD. During the summer, candidates receive an intensive pre-service orientation. Additionally candidates take coursework in special education foundations and disabilities, classroom management and positive behavior support as well as advanced behavior, social skills and evaluation and guidance. During the first semester, candidates learn of the expectations around portfolio construction and address critical reflection required of education specialists. Additional coursework in the first semester includes Multicultural Aspects of Special Education; Assessment, Curriculum, Instruction and Program Evaluation; Strategies for English Learners; and Teaching Reading to Students with Special Needs. In the second semester, Mild/Moderate candidates are engaged in coursework related to teaching English Language Arts in content specific subjects (Science, Social Studies, and Mathematics) while Moderate/Severe candidates take coursework related to methods of developing interpersonal and social interaction skills. Additional coursework for candidates include Collaboration and Communication Skills in Special Education and Transition, Vocation, Life Skills and Career Development.

As teachers of record, candidates in the program do not complete a series of student teaching placements. However, in order to address the range of the authorization of the credential, many of the course assignments require that candidates have virtual experiences outside of their teaching assignments. In interviews, candidates continuously emphasized the relevancy of their coursework and the guidance provided by the support provider supports their development as a professional educator. Candidates are matched with a support provider who holds the appropriate credential authorization and who is knowledgeable in the candidate's area of service delivery.

Evidence reviewed at the site, including interviews with stakeholders, revealed that opportunities for communication with colleagues and support providers provide candidates with 'a life line' especially when teaching students with significant learning or behavior issues, preparing for difficult IEP meetings, and/or developing effective classroom management strategies. Candidates and program completers stated frequently that if they had not had the level of support presented in the program, they would have left the profession. Evidence reviewed indicated that although support providers meet with their teachers on a weekly or bi-weekly basis, they are available by phone and e-mail all of the time. If additional support is requested by the candidate, the support provider schedules a meeting within 24 hours; most support providers return candidates calls or e-mails within a couple of hours. Candidates emphasized that their support provider contacts and meetings lead to their retention in the profession and professional growth.

In many cases the support providers are the candidate's advisors. In this capacity they keep track of each of their teachers' on-going progress towards completing program requirements. The online Learning Zone program enables the candidates to track their own progress. Candidates who are not demonstrating sufficient progress receive additional advisement from their support provider or program faculty.

Candidates reported that they were so pleased when they had the opportunity to evaluate their support provider, as this was a way that they could share with the program leadership how valuable the support providers are to them. Site principals also have the opportunity to evaluate the support providers at their school site. Additional feedback is provided to support providers through face-face meetings with program leadership, emails, and phone conversations. Support providers stated that they continuously reflected on their work with their candidates, thus model the behaviors of a reflective practitioner.

Candidate Competence

Assessment of candidate competence is ongoing from the initial interview to enter the program to the final portfolio presentation. Assessment criteria are communicated to teacher candidates during Pre-Service Orientation, courses, intervention sessions, emails, and phone calls. Participants are able to track their progress through the LAUSD Learning Zone professional development website and through an online course management system, Moodle™. Evidence gathered from courses, portfolios, and interviews indicate that the assessment process is relevant, multi-dimensional, data driven, and often leads to some type of change or improvement.

Candidates and support providers reported that support providers continuously provide candidates with formative assessment data throughout the program based on observations and evaluation of evidence provided by the candidates. Candidates report that the onsite feedback is implemented immediately and leads to the improvement of classroom teaching and management.

At the end of each course, candidates receive a grade on a four-point scale based on class participation, attendance, and quality of work assignments. Teacher candidates who do not successfully pass the course are given focused advisement and an opportunity to revise and resubmit work. In addition, they are provided counseling, feedback, and support. Candidates interviewed confirmed that when the assessment findings did not 'bring good news' a plan for intervention, remediation, or skill development was presented at the same time. Candidates shared that they had input into the development of the plan and felt ownership of their progress.

Candidate competencies are assessed using the Teacher Performance Expectations (TPEs) over the duration of the program and demonstrate their mastery through the exit interview process and self-assessment in the Preliminary Individual Induction Plan.

Recommendation for Preliminary Credentials is based upon passing grades for all coursework, principal's evaluations, and approval of the induction plan.

Findings on Standards

All candidates in the previous Level I program have completed the required coursework and fieldwork and the Preliminary Education Specialist District Intern program transitioned this academic year. From the evidence reviewed at the site visit from both the previous Level 1 and new Preliminary Education Specialist program, it appears that this new program is meeting the standards thus far. However not all parts of the program had been implemented at the time of the review. As a result, the team is not able to confirm standard findings at the time of the site visit. The program is scheduled to complete Program Assessment in the summer of 2012. At that time, a standard-by-standard review of the new program document, including a review of coursework and program documentation, will be conducted to determine alignment of all standards.

General Education (MS/SS) Induction Credential Program

Program Design

The Los Angeles Unified School District (LAUSD) serves as the lead educational agency for the LAUSD BTSA Induction program. The Induction Credential program is located within the Teacher and Administrator Development Branch, Talent Management Division. LAUSD has two approved BTSA programs. The District Intern (DI) BTSA program meets the needs of candidates who completed their preliminary credential work through the LAUSD Intern program. The LAUSD BTSA Induction program meets the needs candidates who come to the District from all other preliminary credential programs.

Stakeholders identify communication systems in place between Human Resources, Program leadership, and site administrators to identify and notify candidates eligible for Induction credentialing services. Interviews with candidates and support providers/mentors verified that candidates are provided the opportunity to identify and build upon their pre-service skills and strengths as they examine the unique needs and demands of their current teaching assignment. Stakeholders further commented on the flexibility of the Induction program to foster and incorporate their school site goals and vision within the formative assessment system. The program maintains a website where information is available regarding program requirements, schedules, registration processes, and support staff.

The formative assessment system, either Formative Assessment for California Teachers (FACT) or the Formative Assessment System (FAS) is an inquiry-based model that supports candidates to identify their specific context for teaching, assess the unique academic and social needs of their students, and to formulate a series of inquiry activities using the plan, teach, reflect, apply (PTRA) cycle. Candidates attend sessions each year that provide advisement, support, and professional development opportunities.

A major component of the program design is the ongoing professional partnership of the support provider/mentor and candidate. Candidates report that their support provider/mentors are highly qualified, responsive, and accessible. Candidates identify the support provider/mentor as the most important aspect of the Induction program. The support provider/mentor selection process is rigorous and thorough. Applicants who meet the eligible criteria advance to a simulated mentoring experience. Upon successful completion of the simulated mentoring experience, successful candidates advance to the interview/observation phase. Support providers/mentors are viewed by program leaders as well qualified for their role and some are Nationally Board Certified.

Recent program modifications include a revision in the support provider/mentor selection and assignment process that includes a detailed evaluation system that includes a video observation simulation and establishing a site selection committee. The program is piloting the Formative Assessment System (FAS) in the 2011-12 school year utilizing a full-time release mentor with selected participants in Local District 7. The program introduced the use of Moodle™ in the 2011-12 school year for documentation of FACT completion by candidates.

Input and program feedback is collected through surveys, evaluations, and direct contact with the program director. Interviews confirm that program leadership, professional development providers, and support providers/mentors meet frequently to analyze and refine content and delivery of service to best represent the needs of the district. The Advisory Council clearly expressed the mutually beneficial nature of the relationship and communication between pre-service and Induction stakeholders.

Course of Study

The Induction Credential program currently utilizes the Formative Assessment for California Teachers (FACT) formative assessment system and is piloting in Local District 7 the Formative Assessment System (FAS). Both formative assessment systems allow candidates to demonstrate the knowledge and skills required as related to the CSTP, P-12 academic content standards, and Induction Standards 5: Pedagogy and 6 Universal Access: Equity for All Students. Stakeholders indicate that the formative assessment process develops reflective and responsive educators who effectively address the unique learning needs of LAUSD's diverse student population. In fact, several stakeholders report that the Induction program prepares reflective practitioners so well that many Induction program graduates go on to National Board Certification.

Stakeholders reiterated throughout interviews that both systems (FACT and FAS) support and inform candidates about their professional practice in the context of an on-going, collaborative partnership with a trained support provider/mentor. Candidates within the Local District 7 Pilot Program reported that they meet weekly with their mentors and strongly benefit from weekly observations and feedback sessions linked to the California Standards for the Teaching Profession, instructional best practices, and strategies for high-needs students. The full release Mentor is available to provide assistance, support, and guidance to candidates. Candidates interviewed from the other local districts reported a high level of satisfaction with their support providers. Some candidates reported that, though FACT work sessions are available, they would like to meet with their support providers more frequently.

Formative assessment structures help candidates identify and strive for high levels of classroom instruction, as well as 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 system, which allows candidates to engage in structured activities within their authentic teaching context, requires each candidate to implement action research inquiry that is based on information gained from their investigation of their context for teaching and their assessment of their teaching practice, Year 1: Pedagogy and Year 2: Equity for All Students. Candidates focus on strategies for improving student learning and on meeting the needs of their English Learner and Special Populations students. They also look at their legal and ethical obligations to all students as well as school, district and community priorities while they design relevant, responsive educational opportunities to give each of their students the opportunity to succeed. These inquiries heavily emphasize tenets of Universal Access and require candidates to explicitly contemplate and implement research-based strategies to serve

their students. Stakeholders commented that, as a result of Induction participation, candidates were more familiar with district expectations and goals, as well as curriculum, and implemented good teaching practices and strategies in their classrooms quickly and effectively.

Results of the BTSA Statewide Survey, Local Survey (Mid-Year) and Exit Survey are analyzed and discussed in the Biennial report. These results document growth of LAUSD Induction candidates on the Continuum of Teaching Practice. Portfolio results indicate growth in CSTP and Induction Standards 5: Pedagogy and 6 Universal Access. These results were reiterated in stakeholder interviews. Program completers also expressed appreciation with the varied professional development opportunities and guidance in the completion of the formative assessment system from support providers.

Candidate Competence

Stakeholders corroborate that within the formative assessment system there are ample opportunities to demonstrate specific growth in the CSTP and competency in the Induction standards. Candidates collaboratively meet with their support provider/mentor to plan lessons and to determine necessary resources for differentiation of instruction. Following lesson observations, they discuss and assess their actual teaching practice as evidenced by the candidates' lesson development and delivery. Candidates complete a reflective self-assessment using the Continuum of Teaching Practice against all elements of the six CSTP throughout the formative assessment process.

Stakeholders confirm that upon acceptance into the Induction Credential program candidates are informed by the Induction staff at orientations and seminars about the formative assessment process and the components that allow for self-assessment throughout the two-year induction period. Candidates receive feedback on the quality of their induction documentation as well as advice on improving submissions, if necessary. Support providers/mentors maintain a program Documents Signature Page for candidates that is used to track the completion of specific competencies in both year one and two. Voluntary FACT work groups provide additional opportunities for candidates to receive advisement and assistance in completing program requirements. Candidates report that professional development topics including English learner perspectives, school-wide safety, and diffusing disruptive behaviors were particularly helpful in addressing the needs of their students and community. At the end of their second year candidates complete a summative exit survey of their induction experience.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, support providers/mentors, and supervising practitioners, the team determined that for the General Education (MS/SS) Induction Credential Program all program standards are **met**.

Level II Education Specialist Credential Programs: Mild/Moderate Disabilities and Moderate/Severe Disabilities

Program Design

The Los Angeles Unified School District (LAUSD) serves as the lead educational agency for the District Intern (DI) Program. The DI Program is a part of the newly formed Talent Management Division, and the Teacher and Administrator Development (TAD) Branch. Leadership for the program includes the Administrator of the TAD branch and the Administrative Coordinator for the District Intern Program.

The current Level II Education Specialist Mild/Moderate Disabilities and Moderate/Severe Disabilities Credential Programs are housed within the DI Program division. All candidates in the Level II programs have also gone through the Level I credential programs. Program leaders report that the district plans to develop an Education Specialist Clear Credential Program in the near future which will serve as the credentialing path for all Education Specialist District Interns as well as teachers hired new to the district with an Education Specialist Preliminary Credential.

The program administrators, including those mentioned above and the Director of Teacher Support Unit and the Local District 7 NTC Teacher Training Academy Coordinator, reported that they regularly participate in leadership meetings to update and refine the program. Their goal is to address district priorities, policies, and professional development guidelines as set forth by the district superintendent, as outlined in the “Performance Meter: All Youth Achieving” guidelines and the LAUSD Teaching and Learning Framework. Internal staff meetings occur weekly for alignment, communication, and program improvement. Additionally, the program leaders regularly collaborate and communicate with the following professional groups: Los Angeles Regional Network, Advisory Councils, Los Angeles Institute of Higher Education Committee, Commission on Teacher Credentialing State Regional Director meetings, and Cluster Meetings.

Candidates complete a structured and purposefully sequenced course of study that incorporates a formative assessment system at its core and problem-solving processes based on the Mild/Moderate Disabilities and Moderate/Severe Disabilities Education Specialist Level II Program Standards and California Standards for the Teaching Profession (CSTP). The programs are designed for each candidate to engage in structured activities within his/her own classroom (serving as the authentic teaching context), to allow opportunities to demonstrate understanding and application of the advanced knowledge gained from their Preliminary preparation, prior experiences, and Level II courses to effectively meet the differentiated needs of LAUSD students. Candidates report that the developmental nature of the sequence of courses addresses their needs in a timely manner. Some candidates reported that they would benefit from additional and/or more frequent professional development offered by the district. A few candidates reported that the content in some courses designed for Moderate/Severe Disabilities candidates, though valuable, were less easily applied within their own unique teaching context. As demonstrated in artifacts, course assignments, and portfolios and reported in interviews with candidates, faculty,

and employers, candidates continue to examine their legal and ethical obligations to all students in LAUSD.

The District Intern program uses several web-based resources to communicate with candidates, support providers, staff, and instructors. General information and program requirements are published on the District Intern website. Through an online course management system, Moodle™, course information, resources, feedback, and grades are communicated to candidates. Course registration and attendance are tracked through Learning Zone, a professional development and training portal of LAUSD. Additionally, program staff regularly communicates with candidates, instructors, and support providers in person, by telephone, and via email. The program has made recent changes to the delivery of coursework, moving to an integrated face-to-face and online delivery model. They utilize Moodle™ for online learning.

Candidates report they have opportunities to provide input using a variety of structures and formats including in-class contributions, individual conferences, intervention meetings, session evaluations, emails, and phone calls. Evidence confirmed that the program uses their feedback to make curriculum decisions. The Advisory Board/Council members report that they have a mechanism to provide input and to also receive input regarding program design and program evaluation. They reported a common goal of learning from each other in a ‘give and take’ manner.

Course of Study

As described above, the candidates noted in interviews that the sequence of coursework was developmental in nature. They referred to “boot camp” as a positive and effective way to develop skills and tools they need immediately in order to be successful in their own classrooms. They also reported that coursework is rigorous and demanding, but provides the information needed to support their students in the day-to-day setting of their classrooms. Principals/employers stated they were satisfied with the curriculum delivered to their teachers.

During the first semester candidates learn about Action Research, the induction process, advanced assessment, advanced behavior, and their roles and responsibilities as aligned to LAUSD priorities. During the second semester, candidates continue their application of advanced leadership, and take courses in the areas of teaching language arts across all contents areas, teaching English learners, and transition planning. Candidates commented that coursework applies to the unique student population they teach, including English learners, and the skills learned are directly applicable in their day-to-day teaching. Mild/Moderate Disabilities and Moderate/Severe Disabilities courses and fieldwork are differentiated based on the corresponding program standards.

Candidates are grouped into small communities and they report that their instructors and advisors know them by their first names. They described an individualized approach to coursework that aligns with their fieldwork through Action Research projects and assignments in their advanced content courses: Advanced Assessment, Advanced Behavior, Collaboration/Communication, Teaching English Learners, and Transition Planning. The courses are tied directly to the Action

Research topics and the California Standards for the Teaching Profession. Under the guidance of a District approved support provider, candidates are involved in a continuous cycle of self-reflection through observation, feedback, and advisement.

Forty percent of the district's enrollment is comprised of English learners (ELs) and LAUSD is under federal mandate to improve services for English learners. The Teaching English Learners course is offered to equip candidates with the necessary skills for teaching ELs. Portfolios, course assignments, and interviews with candidates and employers provided evidence to support the effectiveness of the courses designed to support critical areas including teaching English Learners, Advanced Behavior, Advanced Leadership, and Transition Planning.

Candidates are matched with district-approved and trained support providers with whom they meet on a regular basis at their school site. Each support provider is matched with up to four candidates. The support provider mentors candidates through the reflective cycle of observation feedback, and advisement for their action research. Candidates report that their support providers are accessible, responsive, knowledgeable, and skilled in their field. They appreciate the ongoing feedback from their support providers and express appreciation for the guidance they receive, especially in the implementation of complex legal and district protocols.

The District Intern Program works collaboratively with school site administrators and support providers to guide candidates in effective implementation of an induction plan and action research in their classroom practice. District Intern staff uses a specially designed database system to track the progress of each teacher candidate. Team member reviews of the database used to monitor attendance, assignments, grades, completion evidence, and feedback to candidates provided evidence that the program has a comprehensive capacity to collect data to support candidates. District Intern advisers regularly counsel candidates about their progress through email, phone calls, and office visits.

Candidate Competence

At the end of each course, Level II Education Specialist Mild/Moderate Disabilities and Moderate/Severe Disabilities candidates receive a grade on a four-point scale based on class participation, attendance, and quality of work assignments. Candidates who do not successfully pass the course are given focused advisement and an opportunity to revise work. Through interviews and a review of course assignments, portfolios, and completed Induction Plans, the team found evidence that candidates are thoroughly assessed based on the program competencies.

Candidate competencies are assessed using the California Standards for the Teaching Profession (CSTP) over the duration of the program. Candidates demonstrate mastery of the CSTP through the approval of their induction plans. Recommendation for Level II Credentials is based upon passing grades for all coursework and approval of induction plans.

Assessment criteria are communicated to candidates during courses, intervention sessions, emails and phone calls. Candidates are able to track their progress through the LAUSD Learning Zone

professional development website and through an online course management system, Moodle™. Candidates, faculty, and employers reported a thorough understanding of the candidate assessment processes and products. Staff members and faculty receive ongoing training and guidance, including calibration and assessment training, to ensure that candidates are assessed fairly.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, support providers, and supervising practitioners, the team determined that for the Level II Education Specialist Credential Programs: Mild/Moderate Disabilities and Moderate/Severe Disabilities all program standards are **met**.

Autism Spectrum Disorders Added Authorization Program

The Autism Spectrum Disorders Added Authorization Program (ASDAA) was created as a result of the implementation of the Education Specialist Teaching and Other Related Services Credential Program Standards (CTC 2008, 2010). This added authorization enables holders of intern, Level I, and clear/Level II special education credentials with authorizations other than Moderate/Severe Disabilities and Early Childhood Special Education to obtain the knowledge and skills to effectively teach students with autism spectrum disorders (ASD). (The Moderate/Severe Disabilities and Early Childhood Special Education authorizations previously included the provision to deliver services for students with autism spectrum disorders.)

Since LAUSD has offered a District Intern program leading to the Education Specialist Credential with an authorization in Moderate/Severe Disabilities, the program was ‘grandfathered’ and is now authorized to offer the ASDAA program without proceeding through the initial program review process. Data for this report was collected through interviews, review of course descriptions, and the plan for transition.

The ASDAA program is offered through the Teacher and Administrator Development Branch, Talent Management Division. However, the program is available only to teachers in the LAUSD who hold Level I and/or clear/Level II Education Specialist credentials. Stakeholders including district autism and behavior specialists, local specialists and consultants in the area of autism spectrum disorders, and Education Specialist district intern faculty and advisors provided input to the program developers regarding the development of the content of the program. An advisory committee supports continued program development and evaluation.

The ASDAA program consists of two courses, Understanding the Full Range of Autism Spectrum Disorder and Utilizing Evidence-based Practices for Students on the Autism Spectrum. Core program faculty members are behaviorists and autism specialists within the district and were specifically recruited as instructors in the program. District Intern Program advisors with experience in working with students with special needs support the implementation of course content and fieldwork experiences. Program faculty report that within each course, candidates participate in activities such as reading response, role-plays, simulations, cooperative groups, instructional scenarios, video analysis, and analysis of case studies. These activities enable candidates for the Added Authorization to acquire the knowledge, strategies, and skills to teach students with ASD. Candidates emphasized that the wide range of activities enable them to take the content and apply it within their model of service delivery.

Candidates carry out their fieldwork assignments within the model of service delivery and demonstrate their skills as collaborative, multidisciplinary team members, working in conjunction with other service providers in the development and implementation of learning strategies from acquisition to generalization for students with ASD. Within the service delivery model candidates apply strategies to promote and support mainstreaming/inclusion by providing students opportunities to practice skills across multiple environments. In addition, candidates are expected to collaborate and consult with multidisciplinary team members in development of instruction for the student and the implementation of behavior-based teaching strategies,

structured teaching, use of visual supports, and positive behavior supports learning strategies (from acquisition to generalization) for students with ASD. Although candidates have not completed the program, they report that by applying course content in their service delivery model, they have become better teachers.

Candidate evaluation is multi-dimensional and is based on candidate performance in coursework and accompanying field-based activities. At the end of each course, course participants receive a grade on a four-point scale based on class participation, attendance, and quality of work assignments. Individuals who do not successfully pass the course are given focused advisement and an opportunity to revise work.

Findings on Standards: After review of the institutional report and supporting documentation and after conducting interviews of candidates and program faculty the team determined that for the Autism Spectrum Disorders Added Authorization Program all program standards are **met**.