

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

**Professional Services Division**

**March 7, 2012**

**Overview of This Report**

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

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

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

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
General Education (MS, SS) Induction	6	X		
Clear Education Specialist Induction	7	X		

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

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

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

**Institution:** Pleasanton Unified School District  
(TriValley Teacher Induction Project)

**Dates of Visit:** March 5-7, 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, program staff, candidates, program completers, school personnel, and association representatives. The team determined that evidence provided was sufficient and contained consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

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

Program Standards – General Education (MS/SS) Induction

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

Program Standards – Clear Education Specialist Induction

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

## Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers (mentors), administrators, and other stakeholders. All Common Standards and Program Standards are **Met**. The team unanimously recommends a decision of **Accreditation**.

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

### **Advanced Teaching Credentials**

Multiple Subject  
Clear Multiple Subject

Single Subject  
Clear Single Subject

Education Specialist  
Clear Education Specialist

### **Staff recommends that:**

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

### Accreditation Team

**Team Leader:** **Kathy Hansen**  
Kern County BTSA- Retired Program Coordinator

**Common Standards Cluster:** **Jeanne Savoy**  
Burbank Unified School District

**Program Sampling Cluster:** **Lori Walker**  
Stockton Unified School District

**Staff to the Visit:** **Audry Wiens**  
Consultant

### Documents Reviewed

Common and Program Standards Narrative	TVTIP Handbook
Program Assessment Preliminary	Budget
Report of Findings	
Biennial Report & Feedback	PD 360 Content
Meeting Agendas	Participating Teacher Journey Graphic
Collaborative Assessment Logs	State Survey Results
FAS Assessments/Tools	FAS Portfolios
Orientation Brochure	Coach Forum Minutes
Local Survey Results	TriValley BTSA Induction Website

### Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	32	32	32	96
Completers	10	10	10	30
Program Director	5	5	5	15
Program Coordinators	5	5	5	15
Coaches (Support Providers)	8	8	8	24
Advisory Board Liaisons	3	3	3	9
Institute of Higher Education	1			1
Human Resource Personnel		4	4	8
Credential Analysts		4	4	8
Teacher Association Representatives	4			4
			<b>TOTAL</b>	<b>210</b>

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

## **Background Information**

Pleasanton is a community of 68,755, situated in the TriValley Region of the Bay Area in northern California. It is a suburb in the San Francisco Bay Area located about 25 miles east of Oakland, and 6 miles west of Livermore. Pleasanton Unified School District serves as the Lead Educational Agency for a 5 district consortium comprised of Castro Valley Unified School District, Dublin Unified, Livermore Valley Joint Unified, Pleasanton Unified, and Sunol Glen Unified School District. The Consortium is named the TriValley Teacher Induction Project (TVTIP).

Pleasanton Unified School District serves approximately 15,000 students at 9 elementary schools, 3 middle schools, and 3 high schools. The Pleasanton Unified School District is a National District of Character, and 12 out of their 14 schools have received the California Distinguished School designation. The Pleasanton Unified School District has a strategic plan or "look into the future", which includes seven areas vital for the success of students: student achievement, innovation and creativity, interpersonal communication, global orientation, personal development, environmental awareness, and lifetime planning.

## **Education Unit**

Pleasanton Unified School District's TriValley Teacher Induction Project (TVTIP) is a multi-district consortium which includes Castro Valley, Dublin, Livermore Valley Joint, Pleasanton and Sunol Unified School Districts. A director, district coordinators, teacher leader coaches, administrators, and educational partners guide the program.

In 2004, the Commission on Teacher Credentialing approved Pleasanton Unified School District/TVTIP as an Induction Program, which is the pathway for candidates to obtain their clear credential. In addition, in 2011, the state approved Pleasanton Unified School District/TVTIP to offer a Clear Education Specialist Credential for eligible special education teachers.

As of November 2011, the primary stakeholders included 131 candidates (109 multiple and single subject beginning teachers, 14 educational specialists, 8 candidates seeking dual credentials), and 12 teachers on special assignment serving as coaches or support providers. Three of the coaches are retired teachers. The TriValley Teacher Induction Project has a .70 full-time director, 1 communication/technology coordinator who is paid hourly, 4 district coordinators at .30 full-time equivalent, and one full-time program secretary.

Pleasanton Unified School District/TVTIP established formal linkages across the Learning to Teach Continuum by forming a partnership with the New Teacher Center, Saint Mary's College, and Mills College. The New Teacher Center provides a leadership network, formative assessment materials and participating teacher and coach training materials. St. Mary's provides Saturday seminar opportunities for candidates and coaches, and Mills College provides candidates and coaches the opportunity to earn up to five semester units for completing induction standard requirements and for thirty hours of additional, program approved, professional development activities.

## **The Visit**

The Pleasanton Unified School District Induction review team included two team members and a team lead. During the week prior to the visit, team members engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and Program Standards Note-Taking Guide. The conversation allowed the team members to develop preliminary interview questions for the Pleasanton/TVTIP constituent group representatives. The team met at the hotel on Monday, March 5, 2012 at 11:00 a.m. and traveled to the Pleasanton Unified School District Office at noon. District leadership welcomed the team and provided an overview of the evidence room, online document resources, and the interview schedule. Accreditation activities began on Monday afternoon with document and evidence review, which continued into the evening. A full day of interviews with all stakeholder groups took place on Tuesday, March 6, 2012, and a mid-visit report was presented to the program director on Tuesday evening. On Tuesday afternoon and evening, the team met to discuss all standards and whether or not all standards were met. The team continued to discuss findings and consensus was reached on all standard findings, resulting in an accreditation recommendation. The institutional report out was held on Wednesday, March 7, 2012 at 2:00 p.m.

# Common Standards

## Standard 1: Educational Leadership

Standard Met

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

### Findings

The Pleasanton Unified School District TriValley Teacher Induction Program (TVTIP) has articulated a research-based vision of teacher education that is tied to California's Standards for the Teaching Profession with a concentrated focus on the California student content standards and curriculum frameworks. Candidates engage in a formative assessment process charting progress using the Continuum of Teacher Practice, which is aligned directly to the CSTP and grounded in research compiled by the Santa Cruz New Teacher Center. The formative assessment process was documented by an in-depth review of candidates' portfolios and further validated by coach interviews, focusing on the CSTP and an explanation of how the CSTP are the basis of the formative assessment process and are woven through the inquiry process. Observation tools, which include a focus on essential elements of the CSTP, parallel the in-depth study of the CSTP, and are used continually throughout the formative assessment process.

The vision of Pleasanton/TVTIP is to provide a foundational process for new teachers to move seamlessly from pre-service to employment in a logically-sequenced structure over two years. An interview with collaborating IHE personnel further illustrated that collaboration with the Pleasanton Unified School District/TriValley Teacher Induction Project (TVTIP) has enabled teacher preparation candidates the opportunity to take their learned theory and apply it to real life classroom situations. Coaches further stated that in the research-based vision, candidates build on processes learned in pre-service by going deeper and deeper so that strategies become "habits of mind" grounded in the CSTP. Interviews revealed the following themes: "it's about instruction and only instruction", improving instructional practices, and setting learning objectives that inform what the learning should look like. As evidenced in interviews with site administrators, it was stated that new teachers are much better prepared to work with a diverse population due to the knowledge of differentiated strategies and the use of technology to guide student learning. Coaches and candidates alike stated that setting learning goals allowed for an in-depth study of theory in a classroom, to application in their own classrooms.



The systems and structure for defining policy, providing leadership, managing and coordinating procedures and resources include active involvement from many well-defined stakeholder groups. The overall management of the Pleasanton Unified School District/TriValley Teacher Induction Project (TVTIP) is the responsibility of the program director, under the auspices of the Human Resources Department. As evidenced by discussions with assistant superintendents, the director and district administrators have a depth of knowledge and understanding of the program goals. Interviews illustrated active participation from all stakeholder groups ensuring that consistent service is provided to all candidates across the five school districts in the consortium. Meetings, in-services, and coach forums are constructed to plan, implement, manage, and assess program needs. Information received through interviews from stakeholders revealed that the Administrative Liaison members and district coordinators are knowledgeable and demonstrate an acute understanding necessary to implement a successful induction program. Agendas from meetings, new teacher trainings, institutions of higher education collaboration, monthly meetings, and coach forums further indicate the stakeholders' commitment to teacher education. MOUs are signed by site administrators and coaches outlining their roles and responsibilities. Induction requirements are included in a Participating Teacher Professional Agreement upon enrollment into the TVTIP. These documents, along with the Participating Teachers' Handbook and flyers, were reviewed by members of the accreditation site team. Interviews with candidates and coaches confirmed that candidates are well-informed of the program requirements.

The coaches take the lead role in guiding candidates through the two year induction program requirements. The TVTIP secretary tracks completion requirements and maintains a full accountability report in the New Teacher Support System Database. The formal process for monitoring participation in the induction program is completed six times over the two year period. Team members reviewed requirement checklists contained in portfolios and further validated during interviews with coaches that a candidate's work is carefully reviewed with next steps addressed. Upon completion of program requirements, SB 2042 candidates are recommended through the online CTC process by the TVTIP office, while Ryan candidates are recommended through the online CTC process by their respective districts

A well-defined process is in place to facilitate progress for candidates who are unable to make adequate progress in meeting program requirements. Interviews with coaches, coordinators, and the director illustrated that continual feedback and document checks allow for immediate notification of any unsuccessful progress being made. Coaches meet to discuss strategies to facilitate a successful progression, and continual monitoring is utilized to ensure that the candidate is well aware of the process for completion.

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

### **Findings**

The Pleasanton Unified School District/TriValley Teacher Induction Project (TVTIP) has an assessment and evaluation system that provides an ongoing collection of evaluation data information on candidate progress and on program effectiveness. Feedback is collected formally and informally from all stakeholders – coaches, candidates, leadership team members, and site/district administrators. All instruments measure some aspect of candidate competence and/or program effectiveness. Coordinators stated that their role is to act as a “communication link” between districts and the program in informing stakeholders of data relevant to program design and future modifications. District leadership reported that program updates are revealed to site administrators via mini workshops, as well as one to one meetings with individual site administrators. A document review of evaluations and assessments revealed that ongoing evaluations provide program leadership with information about program effectiveness and candidate competency.

Feedback from the Mid-Year and State Survey is currently utilized for program improvement. The program director reported that program improvement is based on both formal and informal feedback data from candidates and coaches. In response to these findings, the program director implemented a process to inform all stakeholders by documenting evaluative highlights on the website. Based on shared results from program data analysis, the Assistant Superintendent of Human Resources reported that TVTIP has provided a model for administrative coaching and future administrative induction parallel to that of the induction program.

Data is measured and compared to induction program and district goals in order to judge the quality and efficacy of the induction program. Ongoing data collection and analysis contribute to professional development opportunities for districts and the induction program. The biennial report verified that the program analyzes data from multiple measures, and uses that data to improve the program. Coaches and coordinators revealed that professional development opportunities are based on evaluations from candidates. As a result, the program incorporated additional professional development opportunities for all teachers in every district. These conclusions were confirmed by interviews with the program director and leadership team membership. Coaches reported that any areas of improvement are shared with stakeholders at the beginning of the year.

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

### **Findings**

The Pleasanton Unified School District serves as the lead fiscal agency and bases the Induction program budget on the allocation of funds from the State of California in combination with contributions from the sponsoring districts in the consortium. Adequate resources are provided to prepare candidates to effectively meet the program standard requirements and to maximize participating teacher success. The program budget guidelines are reviewed by the TVTIP leadership team. The administrative liaisons analyze both the availability of resources and the needs with regard to program design and consensus on a fair allocation to partner districts. Interviews with liaisons and leadership team confirmed resources were adequate for the effective operation of the program. The program director reported that “the budget is integrated into the very fabric of the program and is not a stand alone component”. An examination of the budget shows that equal distribution of resources is allocated over all participating districts in the consortium.

The Pleasanton Unified School District, Local Educational Agency for the TriValley Teacher Induction Project, provides the necessary budget, personnel, facilities, and other resources to effectively prepare candidates to meet state-adopted standards for educator preparation.

Facilities include dedicated office space for the program director, coaches, and the program secretary. Within these facilities are sufficient resources to support all aspects of program implementation, including required office equipment and technology tools necessary to monitor the collection of candidates’ evidence of growth in practice and program completion.

The program is staffed with a full-time program director and four full release coordinators. A review of the program budget demonstrated adequate resources for meetings, training, staff, professional development, technology utilization, and assessment. There are eight full-time release coaches who support an average of 17 candidates during the traditional school day. These coaches also provide an array of professional development opportunities based on the needs of their teachers. Candidates repeatedly said that this support is necessary to engage authentically in a meaningful formative assessment process, and that the formative assessment was a positive aspect of their induction program. Evidence from site administrator and candidate evaluations reflected that coaches are “amazing” and have “a tremendous amount of credibility”.

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**

Document review and interviews with stakeholders revealed that TVTIP employs qualified staff to deliver the Induction program. The program director and district coordinators oversee Pleasanton Unified School District's TVTIP. Program faculty and instructional personnel collaborate in the design and delivery of the program. The primary providers of support for induction candidates are induction coaches who meet individually with candidates, as well as facilitate small and large group trainings throughout the year.

Interviews and document review confirmed that TVTIP follows fair, well-articulated hiring processes. Through the application process, induction coaches demonstrate an applied knowledge of curricular expertise, coaching skills and experience, and communication skills. Interviews and document review confirmed that the application process includes an application letter, evaluations from site administrator(s), letters of recommendation, and an extensive interview.

As evidenced through interviews, the program director, coordinators, and coaches have current knowledge of the formative nature of teacher support. Candidates and site administrators stated that coaches are highly competent. One administrator stated that the TVTIP coaches are phenomenal. Several candidates stated that they would not have survived their first year of teaching without their coaches, and candidates stated in interviews that their coaches modeled best practices and were passionate about the induction process.

Coaches are well trained for their role. All coaches are required to participate in training on the state-adopted academic content standards and frameworks. Through interviews, coaches confirmed that they receive training to develop and refine skills and knowledge of the CSTP, cognitive coaching, adult learning theories, and the appropriate use of the Formative Assessment System (FAS). In addition, coaches attend biweekly coach forums. The content of these forums vary according to the needs of the coaches. The typical agenda includes the honing of coaching skills, problem solving, networking and collaboration. The program director stated that the

induction program provides financial support to coaches for professional development to maximize their coaching skills, including leadership training at the New Teacher Center.

The program makes every effort to ensure that coaches reflect the diverse society of teachers and student populations that they serve. Interviews and document review supported that coaches received initial training to augment their knowledge about diverse abilities, cultural, language, ethnic and gender diversity. Additional training is provided throughout the year during biweekly coach forums.

The communication among colleagues in P-12 settings, college/university units, and members of the broader, professional community is both formal and informal. Review of documents such as agendas and minutes of meetings, as well as interviews with stakeholders, confirmed that the program director and district coordinators participate in the broader professional community through BTSA Induction Directors' Meetings, cluster meetings, formative assessment network meetings, and institutes of higher education collaboration meetings. Coaches and coordinators meet regularly with site administrators. Site administrators stated that they have asked coaches to provide professional development to their staffs on a topic that is a focus of the site.

Coaches and professional development providers are regularly evaluated in a variety of informal and formal ways in an effort to retain only exemplary personnel. Interviews with the TVTIP administrative liaisons indicated that they also play an important role in the process of evaluating the program. Interviews with coaches revealed that in addition to being formally evaluated, coaches also engage in a formative assessment process parallel to the formative assessment process of new teachers. Goals are set at the beginning of the year, reflected upon midyear, and reflection of professional growth is completed at the end of the year.

## **Standard 5: Admission**

## **Standard Met**

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

## **Findings**

The candidates in the TVTIP are admitted according to the guidelines established by the California Commission on Teacher Credentialing. Pleasanton Unified is the lead agency making personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. Candidates are admitted on the basis of employment in an appropriate educational position, possession of a valid preliminary teaching credential, and other Commission-adopted requirements. The districts in TVTIP are equal opportunity employers and adhere to federal and state hiring practices. Participant eligibility is jointly determined by the Human Resources Department and TVTIP.

Interviews with the Human Resource Department and the program director validate that all candidates must hold a valid California Preliminary Multiple or Single Subject Credential and be in a teaching assignment that allows the participant to demonstrate the knowledge and skills required by both the Common and Program Standards.

Human Resources personnel indicated that districts within TVTIP actively recruit candidates from diverse populations. District personnel attend job fairs and reach out to candidates from nearby universities. During the paper screening process, only potential candidates who have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills and prior experiences are contacted for an interview.

Interviews with Human Resources Directors, administrative liaisons, and administrators stressed the importance of hiring only the most qualified teachers for positions. The program director, Human Resources personnel, and site administrators confirmed that there is constant communication to ensure that all new hires are informed about the induction program and have an opportunity to enroll in the TVTIP. A Credential Screening Form is used to inform TVTIP of new hires, and is reviewed to determine eligibility for TVTIP. Once eligibility is confirmed, a letter is sent to the participating teacher inviting the teacher to the New Teacher Orientation.

**Standard 6: Advice and Assistance**

**Standard Met**

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

**Findings**

Upon hire, the TVTIP staff works in collaboration with the Human Resource Department to ensure that candidates are fully aware of program requirements in order to be recommended for a clear credential. Candidates are also asked to complete a TVTIP credential screening. In interviews, candidates stated that they were made aware of program requirements and available resources for further information. Participants verified that the Credential screening document clearly laid out the sequence of procedures needed to take place in order to be recommended for a clear credential. A review of the TVTIP flyer, given to all new hires, further documents that the induction enrollment process is in place.

An examination of the TVTIP Handbook showed the sequenced structure or extended participation, professional development, and support offered to candidates entering TVTIP. This is validated further by a professional agreement to participate form which acknowledges an

understanding of program requirements. Upon signing, the candidates' names and information are entered into the TVTIP database.

Candidates are notified and informed of their responsibilities to participate in an induction program three separate times: upon hire; district new teacher orientation; and, during an induction orientation interview. Agendas from the district orientation highlight the program requirements and their responsibilities for participation in the induction program. In interviews, candidates reiterated that they received information regarding expectations during the first meeting with their coaches. "Coaches met with us with a binder and went through each component so that we would know what requirements were expected for induction." Although the formal meeting between coaches and candidates occurs 1-2 months after the beginning of the school year, candidates valued the coaches' availability to assist with preparation for the opening day of school.

Candidates compile a portfolio of their teaching assignment, FAS materials and other induction requirements to be reviewed by the leadership and coaching team. A review of candidate portfolios parallels the program requirements. Further interviews with candidates indicate that they were supported and were provided assistance in the documentation of their progress and advancement in the education profession. This information is used in advising, offering assistance, and designing next steps. Coaches verified that meetings with candidates were designed to review evidence of application, discuss challenges and successes, coordinate resources for teacher needs, and determine professional growth goals. Coaches and candidates reported that portfolio evidence is formally reviewed mid and late year; however, ongoing collaboration and reflective conversations keep candidates informed of their progress in the induction process.

Upon a favorable portfolio review, the program director then provides a TVTIP completion certificate to the participating teacher, signs the 41-Induction Form, submits the verification form to the district coordinator, and submits an online recommendation for each 2042 graduate. A Clear Credential Verification folder is maintained by the program and kept on file at the consortium office for five years. The program secretary uses a checklist to keep track of a candidate's progress. A review of candidates' portfolios and files validates that TVTIP has a check and balance system in place to monitor candidates' progress towards a clear credential.

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 TVTIP utilizes the New Teacher Center Formative Assessment System (FAS) to create a planned sequence of field-based and clinical experiences. These experiences include reflection of teaching practice throughout the process, and incorporate opportunities to connect content knowledge with pedagogy focused on English learners and students with special needs. Embedded within the field-based and clinical experiences are multiple assessments of teaching practice based upon the California Standards for the Teaching Profession (CSTP), and the Induction Standards 5 and 6. These experiences are organized around structured support from a trained coach who ensures that candidates are supporting all students in learning. Candidates participate in a series of experiences where they plan, teach, reflect and apply their learning with the guidance of their coach. Examination of documents revealed that candidates participate in specific job-embedded activities designed to allow candidates to self-assess, set goals, develop inquiries, plan lessons, analyze student work, and reflect on their practice.

Coaches in the TVTIP Induction program are full-release coaches. Candidates have a minimum of bi-weekly interactions with coaches where work and meetings are documented utilizing the FAS tools. Candidates are able to examine their practice, reflect upon their Inquiry Action Plan, apply research-based strategies for improving student learning, and examine job-embedded issues of diversity. Documents and interviews with candidates and administrators revealed that coaches often provide demonstration lessons for teachers and provide opportunities for candidates to observe experienced teachers.

Document review and interviews with candidates, coaches, induction coordinators, and the program director confirmed that coaches observe teachers formally and informally each month. Site administrators revealed in interviews that this was one of the most powerful aspects of the program. These observations, coupled with the co-assessment of the California Standards for the Teaching Profession as documented on the Continuum of Teaching Practice (CTP), help to inform the professional development opportunities for the candidates. Interviews with candidates revealed that they feel supported and do not see the induction program as extra work, but as a means to develop and advance their teaching skills. One candidate stated that coaches provide support that is customized to meet the needs of the candidates.

TVTIP coaches meet with K-12 site administrators frequently to inform them of the planned sequence of events that comprise the induction experience. Interviews with school administrators



revealed that candidates are prepared and able to demonstrate the knowledge and skills to effectively meet the needs of a diverse population.

Candidates demonstrate knowledge and skills through self-reflection and self-assessment based on the *California Standards for the Teaching Profession, Induction Standard 5: Pedagogy, and Induction Standard 6: Universal Access*. Review of evidence and interviews with administrators, coaches, and candidates confirmed that through ongoing site-based support, candidates have multiple opportunities to understand and address the needs of their diverse student population. Candidates report having opportunities for continual reflection on student contextual and academic data, allowing them to develop research-based Individual Learning Plans and Inquiry Action Plans to address student needs and provide an individualized academic program. Coaches work closely with candidates to provide support in the areas of need for each candidate. Candidates communicate and collaborate through grade level meetings and content area meetings to ensure that they are addressing student academic needs and creating plans to maximize success. Site administrators, coaches, program coordinators, and the program director ensure that candidates have the support and resources to improve student learning.

**Standard 8: District Employed Supervisors  
Not Applicable for BTSA Induction Programs**

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

**Standard 9: Assessment of Candidate Competence**

**Standard Met**

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

**Findings**

Prior to being recommended for a clear credential, candidates participate in a performance-based, job-embedded formative assessment process with the help of a trained coach. This was confirmed through interviews with candidates, graduates, and coaches and through examination of portfolios. Data gathered over the two year experience allows coaches to guide candidates in planning appropriate instruction for all students, as well as to utilize the state-adopted academic standards, assess and analyze student work, and continually reflect on their practice.

The FAS process allows multiple opportunities for candidates to participate in focused professional growth activities, collect evidence surrounding the CSTP and Induction Standards 5 and 6, as well as receive individual support from a trained coach. Reflection and continuous discussions surrounding collected evidence allow candidates to make professional judgments about their teaching practice.

Each candidate collects and houses all FAS documents and evidence supporting demonstration of professional knowledge and skills in a portfolio. Evidence is reviewed informally during forums throughout the year. The TVTIP leadership and coaching teams assess each candidate's progress and completion requirements with a formal annual review of the portfolio. Review of portfolios indicates that demonstration of knowledge is well-documented and reviewed. Agendas from coach forums reflect review of portfolios during the year, and interviews with coaches and candidates confirm that the professional growth of the candidate is based on the evidence collected.

Procedures are in place to assist candidates not meeting program requirements which may result in the development of an extension plan/contract, if needed. Additional mentoring and assistance is utilized to develop individual assistance plans to ensure all students master the state adopted academic content standards and performance levels. Only those candidates who have completed all requirements are recommended for a clear credential.

Once completed program requirements have been verified, the program director provides a TVTIP completion certificate to the candidate, signs the 41 – Induction Form, submits the verification form to the district coordinator, and submits an online recommendation for each candidate. A Clear Credential Verification folder is maintained by the program and kept on file at the consortium office for five years.

## **Pleasanton Unified School District/TriValley Teacher Induction General Education (MS/SS) Credential Program**

### **Program Design**

Pleasanton Unified School District/TriValley Teacher Induction Project (TVTIP) is a multi-district consortium which includes Castro Valley, Dublin, Livermore, Pleasanton and Sunol Unified School Districts. A review of the signed Memorandum of Understanding (MOU) further outlines the agreements made between the induction program and participating districts.

A director, district coordinators, teacher leader coaches, administrators, and educational partners were integral in the development of the program and continue to guide program implementation as documented through Administrative Liaison Team meeting agendas/minutes and coaches' forum agendas/minutes. Interviews with all stakeholders reflect the investment, both initial and ongoing, that they have with the success of the program.

The consortium's goal is to provide opportunities for teachers to become highly qualified and effective practitioners. Interviews with Administrative Liaison Team members, program coordinators, Human Resources Department members and site administrators confirm that ongoing, open involvement and communication among all stakeholders has resulted in the system-wide implementation of a research-based vision of teacher support and professional development. TVTIP strives to "integrate into the fabric" of each district they serve, and coaches are seen as "the key" to improving teachers' practice. Coaches are highly regarded, "credible", and the formative assessment processes are utilized by teachers beyond the induction program resulting in a "ripple-effect" of support.

The program coordinators work collaboratively with each district's human resources department and credential analysts to inform new teachers about the requirements for clearing their credential as documented in the credential screening form, credential updates, and email communication. Human Resources Department personnel expressed that the admissions process is seamless as a result of the established protocol, and that ongoing communication between the coordinators and human resources personnel occurs throughout the year to ensure that all eligible candidates are informed regarding clear credential requirements.

TVTIP supports eligible teachers as they move from university preparation into their professional teaching career. Requirements for participation and completion of induction are delineated at the orientation as detailed in the agenda and presentation materials. During the orientation meeting, candidates receive a handbook that outlines the program requirements and formative assessment processes/activities. Additionally, as indicated on the orientation meeting agenda and documented in the program files, each candidate and coach sign a letter of commitment which outlines their roles and responsibilities in the program. Formal linkages connecting TVTIP are established with New Teacher Center, Saint Mary's and Mills Colleges as articulated in signed Memorandums of Understanding

and documented on BTSA Institutes of Higher Education Collaboration (BIC) meeting agendas/sign-ins/minutes. St. Mary's provides Saturday seminar opportunities for candidates and coaches. Mills College provides candidates and coaches the opportunity to earn up to five semester units for completing induction standard requirements and for thirty hours of additional, program-approved professional development activities. Professional development offerings and attendance records verify the communication and collaboration between TVTIP and local institutions of higher education. Such collaborative efforts with the New Teacher Center and local universities are focused on providing a seamless transition from pre-service to induction through the use of an individualized formative assessment system, intensive, individualized support, and district-aligned professional development opportunities. Specifically, the New Teacher Center provides a leadership network, formative assessment materials, and participating teacher and coach training materials to guide this process. Participating teachers and graduates report that their induction experiences build upon teacher preparation and that the formative assessment processes and individualized "real-time" coaching support provides them with "in-depth" opportunities for "practical application".

The leadership and coaching teams evaluate program effectiveness throughout the year using both informal and formal measures as evidenced by local mid and end-of-year surveys, the annual state survey, professional development evaluation forms, and portfolio reviews. Program refinements are based on feedback from the different stakeholders and are discussed during leadership team meetings and documented on coach forum agendas/minutes. The leadership team analyzes data collected and shares it with stakeholders in their respective districts through group and individual meetings with site administrators and at district board meetings.

TVTIP continually reflects on program components, shares information and experiences, and determines next steps in order to be responsive to the needs of the participants and coaches. Coordinators/coaches themselves engage in an inquiry process to "mirror" the work expected of their candidates as evidenced through the coaches self-assessments.

### **Course of Study**

The New Teacher Center Formative Assessment System (NTC FAS) is designed to support and inform candidates about their professional practice in the context of an on-going, collaborative partnership with a trained coach. Coaches meet with their candidates a minimum of 4-6 times each month as documented on coach contact logs and confirmed through candidate interviews. Formative assessment processes help candidates identify and strive for high levels of classroom instruction and establish professional habits of inquiry, data-driven dialogue, collaboration and reflection. Candidate interview responses reveal that inquiry, reflection, analyzing student work and collaboration are professional "habits of mind" they have developed as a result of their participation in the program, and candidates plan to continue these practices beyond their induction experience.

TVTIP has developed a collaborative process for the selection of their full-time release coaches. The specific selection process for coaches is a collaborative effort between the five districts as described in the district MOUs and outlined on the TVTIP induction

coach application. TVTIP ensures the most qualified teachers are chosen as coaches and interviews with site administrators and candidates confirm that the full-time release coaching model is integral to the success of the program. Candidates and coaches state that the benefits of having a full-time release coach include accessibility/flexibility with time, opportunities for immediate feedback, and increased understanding of teaching context. Coaches are perceived as “emotional support/therapy,” and “part of my life; not extraneous.”

Coach training is ongoing and based on adult learning theory. It is differentiated and responsive to participants based on their developmental needs and individual feedback. Coaches report they receive differentiated training and opportunities to network as evidenced by coach forum meetings (agendas/minutes). Coaches’ training materials (agendas, handouts, evaluations) articulate a focus on the formative assessment tools, CSTP, Induction Standards, and content specific needs, and include opportunities for coaches to practice effective coaching language and skills, as well as opportunities for problem-solving.

TVTIP coordinators assign coaches to candidates before and at the beginning of the school year. Site administrators report that they can influence these assignments as needed. Late hires are offered interim support through the coordinators. As detailed in the handbook and coaches’ binder, coaches support candidates in the formative assessment process within utilizing the following processes: assessing and understanding the learning context, setting and reflecting on professional goals, and examining practice through inquiry. These FAS activities/processes provide coaches with the tools necessary to support their candidates toward demonstration of the CSTP and induction standards. Interviews with coaches confirm that through the deliberate selection of the FAS tools (observation forms, case studies, differentiated lesson plans, analysis of student work), candidates are ensured opportunities to produce the necessary evidence for clear credential requirements.

In addition to the authentic professional development candidates engage in as they work with their coach, teachers select other district and/or site professional development experiences aligned to their professional goals. A variety of opportunities are offered by TVTIP, district, and/or sites as evidenced by professional development announcements/emails and individual learning plan/ action plan activities. In addition, TVTIP coordinators and site administrators report that professional development opportunities are offered to all teachers.

### **Assessment of Candidate Competence**

Formative assessment documents, portfolios, and stakeholder interviews confirm that TVTIP candidates grow and improve upon their abilities to reflect and apply the CSTP and subject-specific pedagogy, beyond what was demonstrated for the preliminary credential. This is accomplished through the coach’s deliberate use of Formative Assessment System (FAS) tools focusing on teacher knowledge and skills, academic content standards, curriculum frameworks and contextualized teaching strategies. One-on-one coaching conversations take candidates through a process of pre-assessing

students, identifying individual learning strengths/challenges, prerequisite skills, and cultural-linguistic backgrounds for the purpose of designing instruction that meets the diverse needs of students. Candidates and coaches report that the FAS tools provide a “structure” for sound instructional practices they will continue to use.

Through the use of selected and designated FAS tools, coaches guide candidates toward demonstrating their abilities in teaching all students, including English learners and special populations. Case study and class profiles reviewed in the portfolio documents indicate a focus on ELs and special populations, and coaches utilize specific observations tools to document candidates’ demonstration of teaching such student populations. Coaches and candidates accumulate and organize appropriate evidence using the appropriate NTC FAS tools as reflected in candidate portfolios that are submitted at the end of each year for review by the leadership and coaching teams during coach forums utilizing an established protocol. Candidates report that their progress toward meeting program requirements is made “crystal clear” by coaches throughout the year and formally through a mid-year checkpoint. Feedback regarding progress is “immediate,” and “customized to meet my needs.”

### **Findings for the Pleasanton Unified School District/TriValley Teacher Induction General Education (MS,SS) Credential Program**

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, Human Resources personnel, support providers, candidates, completers, and steering committee members, the team determined that all program standards are **fully met** for the Pleasanton Unified School District/TriValley Teacher Induction Project’s General Education (MS/SS) Credential Program.

## **Pleasanton Unified School District/TriValley Teacher Induction Clear Education Specialist Induction Program**

### **Program Design**

In 2011, the Pleasanton Unified School District/TVTIP received initial program approval to offer a Clear Education Specialist Credential for eligible special education teachers with the following authorizations:

- Mild/Moderate,
- Moderate/Severe,
- Deaf and Hard of Hearing,
- Visual Impairment,
- Physical Impairment,
- Early Childhood, and
- Communication Development

TVTIP currently serves 14 Clear Education Specialist Induction candidates. Some of these teachers are general education “graduates” who have returned to complete the additional Level II education specialist requirements toward their clear credential since the program has been approved. As stated by the program director and coordinators, the goal of TVTIP for Education Specialists mirrors the goal for general education candidates: to provide a meaningful, job-embedded induction program to accelerate a candidate’s development and retain them in the profession by developing thoughtful, reflective practitioners early in the career through a purposefully and logically sequenced web of support resulting in a Level II or Clear Education Specialist credential.

After eligibility is jointly determined by the TVTIP coordinators and district Human Resources Departments, Education Specialist candidates attend an orientation meeting as detailed in the Education Specialist orientation meeting materials. Following the orientation, an advisement meeting occurs where the director and/or coordinators and special education program manager meet with the candidate to design an Individual Induction Plan (IIP). The Education Specialist IIP and Advisement Plan documents this process and takes into account the candidate’s preliminary credential work and previous experiences, both academic and practical, as documented on the previously met criteria matrix. The IIP is comprised of two parts: Part 1: Individual Learning Plan (ILP) and Part 2: Professional Development Plan (PDP). The pathway to a Clear Education Specialist Credential flowchart provided to all Education Specialist candidates outlines this process and both completed ILPs and ILPs in progress were reviewed at the site visit to confirm that this process is consistently occurring.

### **Course of Study**

The Individual Learning Plan (ILP), which is Part 1 of the IIP, provides the structure which focuses the candidate in setting goals to expand his/her skill set and meet student needs. The ILP is tailored in response to the specific credential/authorization and teaching assignment held by the candidate as well as grounded in research. The plan includes specific goals, actions, dates, next steps for application, and a connection to the expected impact on teaching/student achievement. Review of documentary evidence and

interviews with Education Specialist candidates indicate that the steps toward clearing the Level I Education Specialist Credential is made clear to them through this initial and ongoing advisement process. Additionally, Education Specialist candidates report that having the opportunity to clear their Level I credential through TVTIP has helped them “stay in the game” as they may not have pursued a Level II credential had they been limited to doing so through attending institution of higher education courses.

In addition to the ILP (Part 1 of the IIP), candidates, in collaboration with the induction coach and employing district representative, develop a professional development plan (Part 2 of the IIP). Candidates are guided in selecting from a menu of options in order to expand skills in his/her current teaching assignment in order to meet student needs as well as meet Level II requirements. Professional development opportunities may be provided by TVTIP, partnering school districts, local SELPA, Alameda County Office of Education, St. Mary’s College, other local universities, and the Diagnostic Center of Northern California. The “menu” of options continues to evolve based on ongoing communication between TVTIP and local institutions of higher education as documented on the BIC and local SELPA meeting agendas and professional development flyers. Education Specialist candidate interviews confirmed that professional development opportunities are provided in a variety of formats, both live and online (i.e. NTC E-Mentoring for Education Specialists).

### **Candidate Assessment**

Education Specialist candidates’ progress through the induction program is monitored in the same way as the general education induction program as outlined in the mid and end-of-year portfolio/document review protocol and the handbook. In addition, the district special education program manager provides input regarding opportunities to meet Level II requirements and reviews documentation/portfolios submitted by the Education Specialist candidates for final approval for the Clear Education Specialist credential. Since the program is currently in the “infancy stages,” a few Education Specialist candidates portfolios (completed and in progress) and interviews with the program director and coordinators during the site visit provided reviewers with some evidence that the induction experience for Education Specialist candidates is being implemented as planned.

### **Findings for the Education Specialist Clear Credential Program Standards**

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, Human Resources personnel, support providers, candidates, completers, and steering committee members, the team determined that all program standards are **fully met** for the Pleasanton Unified School District/TriValley Teacher Induction Project Education Specialist Clear Credential Program.