

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

Professional Services Division

June 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at New Haven 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
General Education (MS/SS) Induction	6	X		

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

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

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

Institution: New Haven Unified School District

Dates of Visit: May 12-14, 2014

Accreditation Team

Recommendation: Accreditation

Rationale:

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

Common Standards

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

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, New Haven Induction Formative Assessment System, Completion Projects (portfolios), interviews with program leadership, district administrators (including the Co-Superintendents, and Directors of K-12 programs, fiscal services, personnel, and special services, and the Race to the Top coordinator), school site administrators (representing elementary and secondary sites), credential analysts, local institution of higher education partner representatives, Consulting Teachers/Assessors and Partner Teachers (support providers), candidates, completers, and leadership team members; along with additional information requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are **Met** and all 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/Service Credentials

- Multiple Subject
- Clear Multiple Subject
- Single Subject
- Clear Single Subject

Staff recommends that:

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

Accreditation Team

Team Leader:	Barbara Howard Riverside County Office of Education
Common Standards Cluster:	Dan Schaefer San Bernardino City Unified School District
Advanced/Services Programs Cluster:	Lynne Parkhurst Los Angeles Unified School District
Staff to the Visit	Catherine Kearney, Ed.D. Consultant

Documents Reviewed

Induction Calendar 2013-14	Biennial Report Feedback
Consulting Teacher Application	Program Assessment Feedback
Consulting Teacher Interview Questions	Formative Assessment 2012-13 completion of activities database
Professional Development Provider sample e-mail	BTSA Meeting Attendance 2012-13
Professional Development Feedback Form	Consulting Teacher/Assessor sample e-mail communication
Sample/survey data	Induction Candidate Journey
Year End Survey Budget	Induction Syllabus
BTSA Support Provider Handbook	Prof Development
Site Meeting Course of Study	Content/Attendance/Evaluations
Choice Meeting Content	

Induction Program Agreement
 Verification of Completion Form
 Participant Memorandum of Understanding
 Induction Program Intake Agreement Form
 BTSA1 Report Card Project
 BTSA2 Backward Map Project
 Induction Program Syllabi
 Induction Organization Chart
 Assessor/Consulting Teacher Checklist
 Classroom Observation Report Form and sample
 Post Observation Conference Form
 Individual Induction Plan Form and sample
 Continuum of Teaching Practice Sample
 Policy Board Agenda
 Analysis of Student Work Form and directions
 Induction Candidate Journey flowchart
 Induction in New Haven document
 PowerPoint: IEP Process

Induction Equity Agenda
 BTSA Technology Agenda
 “Ten Instructional Activities w/computers in the Classroom” cloud presentation
 BTSA Induction ELL agenda
 Classroom Observation Report completed
 Post Observation Conference Form completed
 Analysis of Student Work completed
 Developmental Continuum CSTP self-rating completed
 IIP Completed
 BTSA 1 Release Day Agenda
 My BTSA 1 Report Card Form and description
 BTSA 2 Backward Planning Unit Plan Form
 Completion Projects w/ MET/NOT MET criteria
 NHUSD Induction Glossary

Interviews Conducted

	TOTAL
Candidates	43
Completers	8
Employers	7
Institutional Administration	7
Program Coordinators	3
PD Faculty	8
Support Providers	35
Credential Analysts and Staff	2
Advisory Board Members	5
IHE Partners	3
Total	121

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

New Haven Unified School District is a district comprised of seven elementary schools, two middle schools, one comprehensive high school, one alternative high school, and an independent studies high school. With over 43 languages spoken by students within the district, the population and opportunities for cultural learning are quite diverse. The district includes Union City and part of South Hayward and has an enrollment of approximately 13,000 students.

According to the district’s website, the district’s mission is to develop and empower every student to be productive, responsible and successful.

Education Unit

The New Haven Induction program is a single-district, local assessment program. Started in 1993, it was one of the original BTSA programs in the state of California. As time has gone on and the structure of beginning teacher support has evolved into induction candidate support, New Haven’s Induction program has grown as well while maintaining its original objective – *close relationships and support of beginning teachers and an infusion of the program with district concerns.*

The mission statement of the New Haven Unified Induction Program is as follows: *The mission of the New Haven Unified Beginning Teacher Support and Assessment Program is to provide our students with teachers who reflect on their practice, collaborate with others, seek opportunities to grow professionally, and lead balanced lives to make it possible for students to receive positive, challenging learning experiences that will enable them to meet and exceed content standards.*

The structure of support in the New Haven Induction Program differs from many. Beginning teachers have a two-pronged system of support: a Partner Teacher and a Consulting Teacher/Assessor. Partner teachers usually teach at the same site as the induction candidate, teach the same content, and may have the same prep time. The second support person is the beginning teacher’s Consulting Teacher/Assessor. The Consulting Teacher/Assessor works with induction candidates in completing formative assessment activities. Both the Partner Teacher and Consulting Teacher/Assessor communicate regularly and share support responsibilities. The New Haven Induction Program currently employs 35 Partner Teachers and 15 Consulting Teachers/Assessors. Additionally, there are two partially-released Induction Specialists and the Induction Director/Coordinator of Personnel who administer the program.

The program had fifteen participants last year, seven of whom completed. The program has experienced considerable growth during 2013-14 with a current enrollment of forty-six participants.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
General Education Induction Program	Advanced	7	46	CTC

The Visit

The visit was conducted at the New Haven Unified School District offices in Union City, California from Monday, May 12th through Wednesday, May 14th, 2014. The review team consisted of three members—a team lead, a common standards reviewer, and a program standards reviewer, as well as one state consultant.

There were no unusual circumstances during the visit.

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 New Haven Unified School District induction program implements a research-based vision for educator preparation that is responsive to the California Standards for the Teaching Profession, the California Common Core State Standards and state-adopted curriculum frameworks. Interviews with the Induction Director, Induction Leadership Team members, district level administrators and site administrators, confirmed that the program creates and articulates an induction program that is an integral part of the district vision of creating a culture of comprehensive support for sites, teachers, and student success. Moreover, district and site administration noted that the NHUSD induction program is a model program that adds value to district goals and vision. When setting priorities for allocating district funding and resources, it was reported more than once that the NHUSD Induction Program is an appropriate priority in the district. Funding for Induction has been allocated in the district's Local Control Accountability plan and district leadership voiced a strong commitment to continued funding.

Interviews with district and program leadership, and review of program documents, clearly denoted that program leadership is well supported within the district and maintains the authority needed to represent the interests of the program. Interviews with the co-Superintendents provided evidence of the strong value placed on Induction's role in recruiting and retaining exemplary educators.

Interviews with stakeholder groups revealed that they are informed of program rationale, design, and implementation. Program leaders and site administrators work in concert to promote participating teacher success. Additionally, site administrators are kept informed about the program through professional development opportunities, site visits, and continuous communication.

In collaboration, Partner Teachers and Consulting Teachers/Assessors guide the participating teachers in utilizing NHUSD's locally developed formative assessment system. This system allows them to advance their practice and demonstrate application of the CSTP and Induction Program Standards 5 and 6. Participating teachers develop Individual Induction Plans to identify growth goals and access professional development in support of those goals. Interviews with participating teachers and Consulting Teachers/Assessors and Partner Teachers noted the strong bridge that the Induction Program provided between education theory and application. Site Administrators indicated that the professional development in NHUSD is seamlessly integrated

with the induction program in a completely coherent way. The Chief Personnel Officer expressed that candidates experience a true team of support.

The NHUSD induction program maintains a comprehensive credential recommendation process with a rigorous collaborative analysis of participating teacher growth. At the close of each year of induction, the Induction Leadership team reviews all evidence of program completion requirements to determine if induction candidates have successfully completed the program. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing for Clear Credentials.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion 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

Interviews with program staff, policy board members, and review of documents, including current and completed formative assessment portfolios (completion projects) indicate that the NHUSD Induction Program has an assessment system for ongoing program evaluation and improvement.

Data is collected and analyzed throughout the school year. The New Haven Induction Program participates in a wide range of data collection and analysis, including the NHTA survey, induction candidate interviews, and Induction state surveys. The biennial report provides evidence of a thorough analysis of program assessment data.

One of NHUSD program sponsors, the New Haven Teachers' Association (NHTA), conducts an annual evaluation of the program. This evaluation is based in part on the Induction Program Standards. Data is gathered through interviews with induction candidates from the elementary, middle and high school levels. When the interviews are complete, the interview team compiles the data into a report, which is shared with the Induction Policy Board. The Leadership Team then shares it with the Consulting Teachers/Assessors at a professional development session. Results of the NHTA Evaluation, with input from these groups, are used to make program improvements. Interviewees from the Induction Policy Board stated, "Our teachers tell us that the Induction Program is effective and non-judgmental support that truly changes teacher's practice."

The Induction Program itself surveys all induction candidates and Consulting Teachers/Assessors a minimum of once a year. The survey questions are based on the Induction Program Standards as well as any other areas in which the program would like information. The results of the surveys are shared with the Induction Leadership Team and the Consulting Teachers/Assessors at a professional development session, and based on their feedback, program changes are made.

The Induction Statewide Survey is another means of gathering data for program improvement. Results of the Statewide Survey are shared with the Consulting Teachers/Assessors as well as the Induction Policy Board.

Biennial reports, conversations with program staff and Leadership Team members, and the review of formative assessment documents, demonstrated ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Interviews with Consulting Teachers/Assessors and Partner Teachers verified that they use formative assessment results and participating teacher IIPs to work with teachers on improving their teaching practice and implementing the cycle of inquiry. After a comprehensive review, it is evident that commitment to a quality program, based upon the needs of participating teachers, is the focus of all stakeholders.

Standard 3: Resources

Met

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

Findings

The New Haven Unified School District leadership expressed a strong commitment to educator preparation, which is demonstrated through the agreement to keep funding resources at an appropriate level to support program and participating teacher success. The funding that supports the NHUSD Induction program is drawn from the LCFF base grant and is identified in the Local Control Accountability Plan for the upcoming year. Interviews with the district’s Co-Superintendents verified that the budget priority for Induction is the personnel who provide formative assessment, support and professional development. This includes the two Induction Specialists, Consulting Teachers/Assessors, Partner Teachers, and the Induction Director. The policy board reviews the budgets annually and has opportunity to make recommendations.

The Induction budget is monitored regularly by the Director and reviewed by the Policy Board at its regularly scheduled meetings three times a year. The Director works closely with the Fiscal Director to ensure appropriate maintenance of the budget. Budget transfers, if needed, are done so following set District procedures and Induction policy guidelines. Upon authorization by the Director, support personnel arranges for reimbursements, payment of stipends for Partner Teachers, release days, ordering of supplies and materials, and conference requests. Interviews with district leadership confirmed that resources are allocated as driven by program needs. The district is anticipating an expansion of the program for the upcoming school year and is prepared to meet that need with the necessary resources.

The NHUSD Induction Support Team consists of Consulting Teachers/Assessors and Partner Teachers. Partner Teachers provide curriculum and content support, and Consulting Teachers/Assessors provide both content support and formative assessment. Professional development is provided in both release day and after school formats. Formative assessment is provided by Consulting Teachers/Assessors and the program provides release time for training. Additionally, the Induction program is also supported by a digital information system which is maintained by the Induction Specialists.

The Director and Induction Specialists provide program leadership. The cost of program leadership includes stipends for the Induction Specialists as well as funds to provide release time from teaching responsibilities. The Personnel Department provides a credential analyst to review credential requirements appropriate to the position for which teachers are hired. The credential staff also provides clerical support as needed. Further, district leaders report that funding from multiple sources is also leveraged to enhance the NHUSD Induction Program including new teacher professional development.

Data collected from interviews with participating teachers and the support team further confirmed that the direct access to and efficient response from the Program Director and support staff was directly related to their success in the induction program. Through a review of documentation and interviews with program leadership it was evident that the scope of work for the induction leadership team includes oversight for the program design, implementation, budget, staffing, and allocation of resources for support of the participating teachers in the program.

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

Site Administrators commented that the hiring process for Consulting Teachers/Assessors is highly competitive. The selection process for individuals providing support and professional development includes a Consulting Teacher Application with both constructed and open-ended responses relevant to academic content standards, curriculum frameworks, and student performance levels. The Consulting Teacher interview questions reflect a broad range of relevant experience and pertinent knowledge. Additional professional development providers are recruited by Induction program leaders based on observations, recommendations, and experience. Evidence that providers meet the criteria may include vitae and/or resume, program leader observations, and participation in NHUSD professional development training.

The Consulting Teacher Application and interview questions address a broad range of pertinent topics including academic standards, frameworks, and accountability systems. Once hired, Consulting Teachers/Assessors receive on-going professional development of the local formative assessment system, best practices in teaching, and adult learning theory as evidenced by stakeholder interviews, meetings and training agendas. Specific topics documented and shared by stakeholders include Mentoring Matters, CSTP, Adult Learning Theory, and Common Core State Standards. The Induction Specialists are also supported in their work through participation in Induction leadership and professional development activities, including attendance at Cluster Meetings.

Instructional personnel and faculty receive guidance and oversight from the Induction Policy Board which includes the Induction Specialists and program specialists from the departments of instruction and special education, along with site administrators and New Haven Teachers' Association (NHTA) representatives.

Knowledge of issues of teaching and learning in a diverse society are reflected in the variety of seminars (both required and "choice"). A strong commitment to evidence-based practices is apparent in the unit's commitment to social justice, access, and addressing the needs of under-represented student minorities. One required professional development session titled *Invisible Minority* addresses the issues of gay, lesbian, transgender, and bisexual students. Candidates expressed appreciation for the instructional strategies they received in both the English Language Learner and Equitable Practices workshops.

The leadership team meets at least monthly and is in contact on an "as needed" basis as evident through meeting agendas, e-mail correspondence, and meeting sign-in documentation. Interviews with Leadership Team members and review of meeting documents indicated a committed group of individuals who are involved in collaboration regarding the ongoing assessment and improvement of participating teacher preparation. All stakeholders are involved in reviewing assessment data and making recommendations for changes to the program according to the findings.

Stakeholders from California State University, East Bay teacher preparation program reported that communication with, and support from, the Induction program is of the highest caliber, reflecting a candidate-centered philosophy where explicit support and timely communication is key to creating a seamless transition from pre-service to Induction.

Consulting Teacher interviews and training agendas support the fact that faculty receive on-going professional development in relevant areas such as coaching, *Mentoring Matters*, *Greatness by Design*, and Fred Jones' *Tools for Teaching*. These skills are further evidenced in their training of the Partner Teachers and on-going observation cycles (formative assessment) with Induction Candidates.

Candidates provide feedback regarding the professional development workshops. The program considers this feedback and makes recommendations as to any necessary changes to topic or presenter. This data is reflected in the professional development feedback samples, Induction survey data, and as reported by NHTA survey data.

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

The NHUSD Induction Program Director determines a candidate's eligibility at the time of hire. Induction candidates sign the Memorandum of Understanding for District Induction Candidates

which clearly outlines the induction and credential requirements including the requirement of a two-year commitment. Out-of-state new hires are advised of California credential requirements and are informed of the induction program and how it meets the State requirements of a fifth year of preparation. The credential analyst advises new hires regarding credential requirements. An induction eligibility intake form is completed and is reviewed by the Induction Director and/or Induction Specialists.

The personnel department reviews the teacher's credential status by verifying the completion of a teacher preparation program and prior teaching experience if appropriate. If it is determined that the newly hired teacher has a preliminary credential and has not completed an induction program or is an out-of-state prepared teacher who has less than five years of experience then induction eligibility is approved.

NHUSD employs a workforce that closely mirrors the ethnic make-up of its diverse population. The coordinator of personnel indicated that the district adheres to equal opportunity employment practices. New Haven's Induction Leadership Team collaborates with California State University East Bay in the selection of candidates for their teacher preparation programs. This partnership ensures appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population.

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

An Induction organization chart details roles and responsibilities of the Induction leadership team which is comprised of an Elementary Induction Specialist and Secondary Induction Specialist who report directly to the Induction Director. The Induction Director also serves as the Coordinator of Personnel for the district. Each contributes a significant role in advising and assisting both candidates and their supporting teachers through supervision of professional development, program feedback and other communication as needed. Candidates report that support from Induction Leadership and Consulting Teachers/Assessors includes academic, professional, and personal topics such as crafting a quality lesson, service to the school site, and time-management. IHE partners shared the perspective that student teacher placements and support contribute to the development of a seamless transition from pre-service to Induction.

At the Induction Orientation candidates are informed of program requirements and complete the New Haven USD Intake Agreement Form and Memorandum of Understanding (MOU) for District Induction Candidates. Candidates are also advised of the Early Completion Option (ECO) and necessary deadline to apply for consideration. To guide candidates in understanding all program requirements, an Induction Syllabus and Induction Candidate Journey are provided. Beginning teachers receive a two-pronged approach to candidate support in the form of content-alike Partner Teachers and a Consulting Teachers/Assessors responsible for formative assessment specific support.

Candidates' progress through the Induction program is monitored using a number of checks and balances including: Induction database, professional development attendance and participation, IIP development, meetings with support providers, and Induction 1 and Induction 2 Completion Projects. These checks and balances indicate candidate progress, or lack thereof, in the program. If needed, the Induction Specialists work with candidates and Consulting Teachers/Assessors to provide additional support and direction to meet specific program requirements. In the event that Candidates continue to make less than adequate progress in the program they are referred to the Induction Director for further action.

Near the conclusion of the two-year induction program, the Induction Director reviews program completion documentation. The credential analyst reviews credential requirements. Once all requirements are deemed met, the Induction Director makes the final recommendation for a professional credential and signs the Verification of Completion program form. Data from formal (Induction state survey and NHTA union survey) and informal (IIP development and Professional Development evaluations) instruments guide advisement and assistance decisions. This was confirmed through interviews with all stakeholders.

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 New Haven Induction Formative Assessment System employs a comprehensive approach whereby candidates demonstrate, over a two-year period, application of the knowledge they acquired in their preliminary credential program. Review of candidate induction completion projects indicated that the participating teachers engage in the Plan, Teach, Reflect, Apply cycle through focused, job-embedded activities designed to help them understand their classroom context, assess their teaching, create an inquiry of their practice, and reflect upon their journey as educators. Professional development addressing both required and choice topics reflect the CSTP, Common Core State Standards and best practices in the field, as well as aligning with the district's goals. During interviews stakeholders described a consistent message of clinical experience that reflects candidates' personal growth goals as well as, best practices as defined by state and district priorities.

The leadership team coordinates with the site administrator on the assignment of support providers to best deliver both formative assessment and content specific needs. All stakeholders articulated a well-defined and easily sequenced pattern of experiences (observation cycles) and supports (Site, Consulting Teacher/Assessor, and/or Partner Teacher) to facilitate candidates success through the Induction Program.

Candidates' field-based work and/or clinical experiences include a variety of relevant topics supporting instructional pedagogy, student-centered learning, and current research in the field.

Professional development opportunities exist through both the Induction Program and the Induction site meetings. The Induction Program provides timely support in the form of specific training topics (such as report card development), disseminating district policy, and site specific priorities.

Standard 8: District-Employed Supervisors

N/A

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.

This standard does not apply to Induction programs.

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:

Stakeholder interviews and a review of evidence demonstrate that the New Haven Unified School District Induction program provides opportunities for candidates to demonstrate the required knowledge and skills necessary for effective instruction and to meet the Commission-adopted competency requirements as they complete the locally developed assessment system. The formative assessment tools include four observations cycles per year, analysis of student work, development of the Individual Induction Plan, placement on a Developmental Continuum of Teacher Abilities self-assessment, and Induction 1 and 2 Completion Projects (with an emphasis on Program Standards 5 and 6).

Induction candidates, with the assistance of a trained Consulting Teachers/Assessors and content-alike Partner Teachers, use the New Haven Induction Formative Assessment System to demonstrate their knowledge and skills focusing on the CSTP and incorporating Common Core State Standards. A review of program documents and interviews with program stakeholders verify that the Plan, Teach, Reflect, Apply cycle guides candidates through an extensive formative assessment system using a criteria based rubric. Stakeholders identified reflections as an integral aspect of their assessment of teaching and learning.

Candidates receive feedback on the quality of their application of principles through the project completion feedback process. This process involves both peer edits as well as consulting teacher feedback that is specific in nature. Candidates are notified if there are concerns about the quality of the submission. This often results in a revision of the initial project.

Program Reports

General Education (Multiple, Single Subject) Induction

Program Design

The New Haven Induction Program provides clear and appropriate allocation of authority and resources to support program implementation. The district designates the Induction Program Director, who is also the Coordinator of Personnel, the authority to make program and credentialing decisions, collaborate with the Co-Superintendents when necessary, and provide day-to-day leadership of the NHUSD Induction Program. The Induction Leadership Team consists of the Induction Program Director, one secondary Induction Specialist and one elementary Induction Specialist.

The New Haven Unified School District Induction Program is sponsored by New Haven Unified School District in partnership with New Haven Teachers' Association (NHTA) and California State University, East Bay (CSUEB). Each program sponsor has representation on the Induction Policy Board, providing input about the administration and design of the program. In addition, the Induction Specialists and program specialists from the department of instruction, special education, and technology participate on the Policy Board. The Induction Director and the Leadership Team review progress and evaluate the program in regard to improvement goals, program standards and licensure requirements.

The New Haven Induction program serves teachers who have received their preliminary credential. The program is a two-year single district, local assessment program, developed in order to respond to the specific needs of teachers in New Haven Unified School District, as well as integrating induction activities with the needs and priorities of New Haven Unified School District. Participating teachers interviewed report that the program respects their experience and knowledge, and provides them with opportunities to expand, enrich, and deepen their professional practice through collegial reflection and ongoing preparation. Leadership interviews verified a carefully coordinated integration of professional development for Induction candidates.

The program is a highly organized and sequenced inquiry-based local formative assessment system built upon the California Standards for the Teaching Profession (CSTP). Participating teachers are supported by a team consisting of both content-alike Partner Teachers and Consulting Teachers/Assessors. Participating teachers engage in developing Individual Induction Plans, identifying areas of triumph and challenge that are directly related to their classroom context, analyzing student work, and engaging in multiple observation cycles and professional reflection. With the support of the Consulting Teachers/Assessors and the Partner Teachers, participating teachers use the Developmental Continuum of Teacher Abilities as a means for induction candidates to identify multiple levels of teaching performance.

Program evaluation data gathered on program effectiveness and candidate competency guide program modifications. Stakeholder group interviews corroborated document evidence that program modifications are based upon their input and that they receive ongoing regular and timely updates about program modifications. Data gathered related to program effectiveness indicates that there is a high completion rate, that the professional development offered is

productive at impacting teachers' practice and student learning, and that the observation cycles are most helpful. During stakeholder interviews, evidence of regular site administrator communication with program leadership and participation in the evaluation process was evident. Stakeholders from all groups commented on the flow of communication and collaboration as a strength of the program, while continuing to maintain an appropriate balance of confidentiality between performance evaluations and the Induction formative assessment system.

Support providers, participating teachers, and site administrators provide program efficacy feedback through various channels of the program. Induction meetings, training evaluations, and local/state surveys serve as the information-sharing platforms. Site administrators provide feedback through informal discussion with the program leadership and participate in the state survey. Based upon this input, the program takes into consideration the needs of its candidates in order to provide a focused, organized, and accountable approach to improving program quality.

Stakeholder interviews confirmed program responsiveness to their input. For example, Consulting Teachers/Assessors indicated that whatever resources they might need to be effective are honored whenever possible, such as being provided release time for meeting with Partner Teachers when needed. Candidates reported that the members of the Induction Leadership team, as well as their Consulting Teacher/Assessors and Partner Teachers are available as needed and go out of their way to respond to requests for materials, support with individual student challenges, and extra support upon request. Interviewees expressed appreciation for the program's willingness to meet candidates identified needs and incorporate stakeholder feedback to improve program quality and effectiveness.

Course of Study

The New Haven Unified School District Induction Program utilizes a combination of a locally designed formative assessment system, professional development offerings, and a support provider team consisting of a Partner Teacher and a Consulting Teachers/Assessors to support the growth of participating teachers. The program's course of study guides participating teachers through the process of assessing and improving their teaching practice based on the California Standards for the Teaching Profession and the Common Core State Standards.

Candidate interviews verified that orientation to the induction program begins when they are initially hired and that the expectations and support offered is very clear and organized. The orientation is geared towards examining teacher's prior preliminary credential experiences, and candidates begin to apply this background knowledge to their current teaching context through a Creating and Maintaining Effective Environments for Student Learning (Effective Environment) overview and reflection.

In interviews, candidates stated that they appreciated the leadership and support of induction leadership team and support providers. They also confirmed that they felt well-informed regarding requirements and timelines for completion. Program graduate interviews indicated the program was well-organized and structured so as to meet individual needs. Further, one candidate stated that the program saved her and she would not have continued in the teaching profession without it.

Site administrators indicated that induction program leadership and support staff seek out information about the needs of their individual school and staff, while maintaining confidentiality. They report that they are confident that support is in place and responsive to the

needs of the site and district.

Candidates meet with their Consulting Teachers/Assessors to develop the initial and later subsequent Individual Induction Plans (IIPs). After observation cycles there is an IIP check-in. At check-ins, Consulting Teachers/Assessors and candidates discuss the progress made on completing the IIP goal and what still needs to be done. Towards the end of each year, the candidate, Consulting Teacher/Assessor, and Partner Teacher meet to reflect on the candidate's year as a whole. Progress is documented and the candidate sets a goal for the following year. Candidates indicated in interviews that the regular IIP check-ins and post-observation meetings were most helpful, and that they feel that their strengths and challenges are appropriately identified to focus and maximize their professional growth.

In addition to observations, induction candidates reflect on student performance levels by analyzing student work, and determining their next steps for teaching. Candidates indicated that they learn to use data to inform their lesson planning and that they are able to assess their professional progress through the examination of student work. Many of the candidates, as well as Partner Teachers and Consulting Teachers/Assessors reported that they often sit together and plan lessons at their school sites.

Program professional development opportunities include topics related to effective classroom environment and management, English learner (EL) strategies and vocabulary development, technology, special populations, Invisible Minority (LGBT issues), differentiating instruction, and equitable access. Interviews and documents indicate that the professional development offerings are effective, immediately applicable to classroom practice and of high quality. Interviews and documents also verify that candidates have both assigned and choice professional development to attend. Candidates and program graduates shared that site and district resources are readily available and support their work to meet student needs, and that equity is a focus area for the district.

New Haven Unified School District Induction Program utilizes defined criteria to select and assign Partner Teachers and Consulting Teachers/Assessors to candidates. Site administrators collaborate with the Induction Leadership team to match Partner Teachers based on grade/content of candidates. Partner Teachers are almost always site-based. Consulting Teachers/Assessors are assigned based on their areas of expertise, and whenever possible, are also matched by grade level or content area and focus on formative assessment. The Induction Specialists provide regular training and feedback to Partner and Consulting Teachers/Assessors on program requirements, the New Haven local formative assessment system, and mentoring strategies. Consulting Teachers/Assessors also provide support and training for Partner Teachers on program requirements and mentoring strategies.

Current candidates and program graduates shared that the quality and relevance of the support they receive provided multiple opportunities for growth in regard to their practice. Interviews further indicated that the support is flexible and differentiated to their needs, positive and growth-oriented.

Candidate Competence

The program has a well-established and delineated process to assess candidate competence. This was evidenced through multiple sources including the candidate's Formative Assessment

Portfolio. The portfolio includes The New Haven Consulting Teacher/Assessor Checklist, the IIPs, Analysis of Student Work, the Observation Cycle and Completion Projects. Partner Teachers keep folders documenting support sessions and other tasks. Both Partner Teacher folders and portfolios reviewed as well as interviews with candidates and graduates support this conclusion.

Candidates are informed and advised of progress towards program completion in an ongoing manner through participation in regularly scheduled induction meetings and informal and formal support and program leadership feedback as reported by candidates and program graduates.

Towards the end of each year, there is a completion project due. Consulting Teachers/Assessors read the completion projects for each other's candidates. Projects are assessed as met or not met and feedback is provided to the candidate and their assigned Consulting Teachers/Assessors so that collaboration and revisions can be implemented when necessary. Induction standards 5 and 6 competencies are addressed over the two-year program. Review of portfolios and interviews of candidates, graduates, Consulting Teachers/Assessors and Partner Teachers corroborate this process. Several candidates indicated that they would have liked to have the feedback in a more timely manner, though they believed that the process supported their professional growth.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of Induction candidates, program graduates, faculty, the leadership team, and site administrators, Consulting Teachers/Assessors and Partner Teachers, the team determined that all program standards are **Met**.