

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
West Covina Unified School District (Foothill Consortium Induction)**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at West Covina Unified School District (Foothill Consortium Induction Program). The report of the team presents the findings based upon review of the institutional site visit documentation 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	Does not apply to second tier credential programs		
9) Assessment of Candidate Competence	X		

**Program Standards**

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	6	X		
*Education Specialist Clear Induction	7	X		

*\*The Education Specialist Clear Induction Program is in its first year of implementation and has not had sufficient history for a site visit report. The review team interviewed pivotal stakeholder groups to verify that the program was being implemented in alignment with the program standards.*

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

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation

- 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:** Foothill Consortium (West Covina Unified School District)

**Dates of Visit:** February 2 – 4, 2015

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the site visit documentation; additional supporting documents available during the visit; interviews with candidates, program completers, site administrators, district office personnel, and local school personnel; along with additional information requested from program leadership during the visit. The team believes 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 team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program to determine if the standards were met, met with concerns, or not met. The team found that Common Standards are **Met**.

Program Standards

Team members discussed findings and provided input regarding the General Education (Multiple and Single Subject) Induction Program. Following the discussion, the team determined that all of the General Education (MS/SS) Induction 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 administration; and interviews with candidates, program completers, site administrators, and other stakeholders. Based on Common and Program standard findings, 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:**  
General Education (General and Single Subject) Induction  
Education Specialist Clear Induction

Staff recommends that:

- The institution's response to the Preconditions be accepted.
- Foothill Consortium Induction Program (West Covina Unified School District), be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Foothill Consortium Induction Program (West Covina 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**

<b>Team Lead:</b>	<b>Darby Williams</b> Sacramento County Office of Education
<b>Common Standards Cluster:</b>	<b>Charlotte Aldrich</b> Fremont Unified School District  <b>Stacey Tisor</b> San Mateo County Office of Education
<b>Advanced/Services Teaching Programs Cluster:</b>	<b>Adora Fisher</b> Cupertino Unified School District
<b>Staff to the Accreditation Team:</b>	<b>Gay Roby, State Consultant</b> Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Narrative	Meeting Agendas and Minutes
Program Standards Narrative	Professional Development Calendar
Preliminary Report of Findings	Program Budget
Preconditions	Consortium Background Report
Biennial Reports and CTC Feedback	Recruitment fliers
Program Summary	Orientation Powerpoints
Statewide Survey Results	District Rosters and Assignments
PT Journey	District MOUs
Candidate Portfolios	Inductionsupport.com tracking tool
NTC FAS documents	New teacher folder
Early Completion Option documents	Program Support Team attendance
Fee letter	Consortium Organizational Chart
Support Provider Time Logs	Virtual Evidence website
Resumes and Job Descriptions	Mid Year Survey Results
Induction News! Newsletter	

### Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	71	71	<b>142</b>
Completers	8	8	<b>16</b>
Institutional Administration (Superintendent, Associate Superintendent, Assistant Superintendents, Executive Directors, Coordinators)	13	13	<b>26</b>
Employers (Site Administrators)	16	16	<b>32</b>
Program Director/Coordinator	1	1	<b>2</b>
Field Supervisors – (Support Providers)	45	45	<b>90</b>
Faculty (Professional Development Providers)	4	4	<b>8</b>
Credential Analysts and Program Staff	6	6	<b>12</b>
Advisory Team Members	13	13	<b>26</b>
Institutions of Higher Education	1	1	<b>1</b>
<b>Total</b>	<b>178</b>	<b>178</b>	<b>356</b>

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

## Background Information

The West Covina Unified School District (Foothill Induction Consortium) was approved by the Commission on Teacher Credentialing in 1999, to offer a General Education (MS/SS) Induction program. An Education Specialist Clear Induction Program was approved February 2014. Because the Education Specialist program has not been fully implemented, the scope of the review was limited. The WCUSD/Foothill Consortium is located along the Foothill Corridor in the East San Gabriel Valley in Southern California. The Consortium is comprised of five local school districts, including Bonita, Charter Oak, Claremont, Glendora and West Covina (the LEA) Unified School Districts. In addition, in 2011, the Consortium started serving the Induction needs of teachers from local private schools, and in 2014, began to serve teachers from Covina Valley Unified School District after their withdrawal of the induction program due to LCFF implementation. All member Districts are Pre-K through Grade 12.

The Consortium was formed as the Tri-District Beginning Teacher Support and Assessment (BTSA) Consortium as a partnership between Charter Oak, Claremont, and West Covina Unified School Districts. The Tri-District BTSA Consortium evolved into the Foothill Consortium Induction Program in 2005 with the addition of Bonita USD. Glendora USD joined the Consortium in 2006. The United States Census Bureau states the 2009-2013 median household income for these communities is: Bonita (San Dimas/La Verne), \$78,685; Charter Oak, \$66,087; Claremont, \$87,324; Glendora, \$79,615; and West Covina, \$67,088.

The Consortium member districts' enrollments represent a range of diversity, with a 94% - 98% graduation rate. Many Consortium schools have been awarded California Distinguished School Status, and during the last two years, two Consortium teachers/mentors were finalists in the California Teacher of the Year selection process.

## Education Unit

As a consequence of changes resulting from the Local Control Funding Formula (LCFF), the consortium partners initiated a fee for service model. In 2014-15, second year teacher participants were assessed \$500 and new hires \$1,000 per year. Private school candidates and out-of-Consortium teachers are charged \$3,000 per year. Member districts pay a \$10,000 annual fee and \$750 per candidate served. District leaders worked collaboratively to establish this fee structure to ensure that the program remain self-sufficient.

**Table 1**  
**Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency Reviewing Programs
General Education (MS/SS) Induction Programs	Advanced	37	89	CTC
Education Specialist Clear Induction	Advanced	0	30	CTC

## **The Visit**

The WCUSD (Foothill Consortium Induction) Program's on-site visit team included three team members and a team lead. The team was supported by a state consultant available electronically throughout the review. The review took place at the Teacher Induction offices in Glendora, CA on February 2nd to 4th, in 2015. Prior to the visit, team members read and analyzed documents on the institution's website, engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and developed questions for constituent group representatives. During the three-day visit, the team met at the program office to review additional documentation and interview stakeholders.

# 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

West Covina Unified School District is the Lead Education Agency for the Foothill Consortium California Teacher Induction Program (CTIP) and the Clear Education Specialist Induction Program (CESIP). The Consortium includes Bonita Unified, Charter Oak Unified, Claremont Unified, and Glendora Unified School Districts. During interviews with the advisory board it is clear that these five districts work as a unit to uphold the vision: *We believe in authentic, deliberate application of new teachers' developing knowledge and skills within their day-to-day business of teaching. It is this belief that provides the basis for all Induction experiences. Our goal is to provide new teachers with authentic opportunities to hone their craft with the assistance of a highly skilled mentor to support their work.*

Stakeholder interviews indicate that consortium partners “own” the program and work collaboratively across their respective educational services, human resources, and fiscal services to serve new teachers. The shared vision and strong consortium-wide commitment is focused on providing support and assistance to new teachers as they develop greater knowledge, understanding, and skill in the application of academic standards, curriculum and assessment. The induction program utilizes an intensive mentoring model and establishes a structure to help focus participating teachers’ professional growth and generate evidence for credentialing requirements.

Interviews confirmed that the Foothill Consortium (West Covina Unified) leaders, support providers, and relevant stakeholders are actively involved in the organization, coordination, and governance of the professional induction program. The advisory board, which is comprised of program stakeholders from all five sponsoring districts, is responsible for overseeing the administration of the program and acts as a guidance and decision making cadre. Stakeholders from all partner districts and an Institute of Higher Education (IHE) representative consistently attend the advisory board meetings. In addition, the assistant superintendents of each member district comprise an ad hoc committee of the advisory board known as the Consortium

Assistant Superintendent Team (CAST). Together with the program director, the CAST meets prior to each advisory board meeting and whenever necessary to ensure adequate financial resources are available to support the program and to collaborate with the program director on district related issues.

Sign-in sheets and meeting agendas indicate that stakeholders consistently attend and are actively involved in data analysis and decision-making. For example, CAST members work with the program director to build an annual budget and determine a fee structure for maintaining a self-sufficient program. The advisory board has agreed to a shared definition of an effective support provider. They participate in support provider selection and evaluation and have agreed to a uniform support provider stipend across partners. This group has also revised formative assessment processes and documents to ensure a positive participating teacher experience. Leaders stated they are committed to maintaining a relevant accredited program that develops “reflective teachers.”

The program leader is well-regarded by all stakeholders across the consortium. District level administrators and site administrators in all five districts maintain regular communication with the director and this communication between program and districts assists in creating a well-articulated path of support for candidates. Memorandums of Understanding (MOUs) with Consortium partners indicate a willingness on the part of all members to invest in support for candidates.

Through interviews, a review of documents, and the Common Standards narrative, it is evident that program leaders have the authority and desire to maintain and fund viable programs. A fee for service model was initiated in 2013-14 and is closely monitored. The leaders understand that as the Education Specialist Clear Induction Program is brought online and candidates with more specialized needs enter the program, the need for resources will increase.

The Foothill Consortium ensures that each candidate recommended for a clear credential has met all program requirements. Such requirements are outlined during orientation, through handouts, posted information on the induction website, personalized contact with the director and through well-trained support providers who carry out the program with fidelity.

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

**Met**

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

The Foothill Consortium implements an ongoing program evaluation by offering multiple opportunities for stakeholders to provide input. In interviews, candidates, support providers

and site administrators indicate that they give feedback to program leadership through formal surveys, roundtable discussions, and informal conversations. Support providers who sit on the advisory board report that they only have to “voice a concern” and it is discussed and then a decision is made that moves the program forward.

The active advisory board is the entity in which all program decisions are made. The Consortium Assistant Superintendents Team (CAST), which consists of one representative from each district, is an ad hoc committee of the advisory board that meets throughout the year to discuss budget and program needs. The advisory board make it it their responsibility to analyze data and use the results to determine trends, progress towards goals, and plan program improvements. During interviews, stakeholders confirm that data collected from surveys and focus groups informs program decisions and improvements. Members of the advisory board and the ad hoc CAST team report that the program director does “a wonderful job of making sure that the team has the data needed to make the best possible decisions.” The professional development providers confirm that professional development needs are determined by the survey data. Candidates, program completers, and site administrators stated that the program director is very responsive to their feedback and program changes have happened. Some program changes include increasing collaboration time during professional development sessions, reducing paperwork, and ensuring that site goals are aligned with induction goals.

The Foothill Consortium utilizes data on program completion and program operation to ensure candidates are receiving a quality induction experience and support providers are receiving the necessary training and support to guide each new teacher’s professional growth and development. During interviews, candidates, and support providers clarified the portfolio process. Throughout year one and year two support providers are using the *Evidence of Application* to help candidates gather evidence that shows their growth over time. At the mid-year review and at the end of year one, support providers evaluate the candidates’ portfolios. Each support provider evaluates portfolios of candidates from different districts. The advisory board is responsible for the final portfolio evaluation. Following a calibration process, the advisors use a rubric to score all year two and early completers portfolio. The data gathered from reading portfolios is used to identify program strengths and areas of concerns. The areas of concerns are addressed the next year by the program. Candidates confirm that their progress and growth can be monitored through the *Milestone Report*, which is provided electronically.

### Standard 3: Resources

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 program director, with assistance from the program office manager, creates and monitors the program budget. In the spring the Consortium of Assistant Superintendents (CAST) reviews the draft budget submitted by the program director and makes a decision about available funding. CAST members confirmed through interviews, that they are committed to the program and advocate for it within their respective districts. The advisory board works with the director to make any necessary revisions to the budget. The board stated that this process is “transparent, collaborative, and responsive to resource needs.”

A budget review indicates that the program is fiscally sound and maximizes its resources. CAST members indicated that they are “committed to the program as long as it is self-sustaining.” In order to maintain a quality program, each district contributes a membership fee of \$10,000 and the districts pay the LEA \$750 per teacher per year. In addition, year two candidates pay \$500 per year while year one candidates pay \$1000 per year to the LEA. Out-of-consortium and private school candidates pay \$3000. Candidates do have the option of attending an induction program outside of the consortium. At this time, the budget provides the necessary resources to operate the program. Review of the budget and interviews with the program leadership confirms that the budget includes a full time director and office manager, stipends for support providers, release days, professional development providers, and for the formative assessment system. CAST members do see the need to increase program fees for candidates in the future to maintain a quality program. As the number of candidates served increase and as the Education Specialist Clear Induction program is brought online, additional support for the program director will be needed to maintain the level of services currently provided.

The advisory board ensures that the program is staffed with qualified personnel to prepare participating teachers effectively to meet all the requirements for issuance of a clear credential. The full time director is responsible for implementing the program. During interviews all stakeholders indicate that the director is “responsive, personable and the heart of the program.” Support providers are recruited from each district. Potential support providers attend an orientation in the spring that explains the Support Provider MOU and the responsibilities of the support provider. After the orientation, potential support providers

submit their application and the CAST team interviews each potential support provider. This process ensures a pool of highly qualified support providers that can be used across districts. Candidates and site administrators confirm that the relationship between the candidate and the support provider is what makes the program successful.

**Standard 4: Faculty and Instructional Personnel**

**Met**

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

**Findings**

A review of evidence indicates that the Foothill Consortium has a process for selecting and assigning personnel to the roles required in a Commission-approved induction program. Job descriptions, resumes, support provider selection criteria, the Support Provider Memorandum of Understanding (MOU), and the program organizational chart clearly outline the roles and responsibilities of each member of the induction program. Interviews with the program induction director, professional development providers, support providers, site administrators, and district assistant superintendents confirm that highly qualified staff supports participating teachers through the induction process.

Instructional personnel works closely with the New Teacher Center (NTC) as evidenced in the training calendar and agendas and confirmed in discussions with the program director. Work with the Common Core State Standards ((CCSS) and the ELA/ELD framework is substantiated through interviews with site personnel as well as review of participating teachers’ portfolios.

Support providers confirm that three additional days of training around issues of equity, English Learners and/or Special Populations are provided at the beginning of the year. *Mentor Collaborative Logs*, as well as interviews with participating teachers, verify there is a consistent focus on meeting the diverse needs of students, especially English Learners. Site administrators indicate that the identification of focus students described in the portfolios promotes reflection about a diverse student population.

Review of the *Support Provider Applications* and *Support Provider Interviews* reveal that the consortium selects highly qualified teachers with five or more years of classroom experience. Selection criteria for support providers stress the importance of knowledgeable implementation of State frameworks and standards. *New Teacher Center Networks* agendas focus on CCSS and the transition to the new ELD Standards, as well as topics related to Local Control Funding Formula (LCFF) and Local Control Accountability Program (LCAP). Site administrators commented that there is “a shift towards student learning” when teachers are involved in the induction process.

The Foothill Consortium and the New Teacher Center (NTC) have a strong collaborative partnership that is supportive of the evaluation and improvement of services for participating teachers. Attendance at NTC Leadership Network meetings and at Southern California NTC FAS events helps the program stay current and relevant. The program director participates in a regional Institute of Higher Education (IHE) network with local universities. Additionally, the program director offers an informational meeting about induction to candidates exiting teacher preparation.

Interviews with the professional development providers and a review of documents including the minutes of meetings, professional development calendars, and training agendas indicate that professional development providers have opportunities to hone their craft. A review of the professional development calendar as well as interview feedback from participating teachers and support providers reveal a rigorous schedule of training, including three additional days of training around issues of equity and monthly *Mentor Collaborative* meetings to support ongoing development, extension, and understanding of formative assessment tools.

Participating teachers and support providers are asked to provide feedback at the conclusion of each workshop they attend and the feedback is given to the presenter so that improvements to the program can be implemented. Information from the feedback is used to determine effectiveness of professional development and needs for the following year.

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 Foothill Consortium enrolls candidates who hold a preliminary credential and are employed in one of the participating districts. Each member district conducts its own recruitment of teaching candidates. Assistant superintendents of human resources indicate that at this time they have an abundance of general education applications for each position in their districts, which allows them to be highly selective. Districts anticipate that the need for teachers will grow and recruitment efforts will expand.

The program director collaborates with human resources personnel from all the consortium districts to standardize the admission process. Credential analysts at each district review the new hire's credentials. If the new hire holds a general education or an education specialist preliminary credential, the potential candidate receives a packet, which includes contact information for the director of the program, the eligibility form, a schedule of orientation dates, a brochure about the program, and a letter that outlines the financial obligation of the candidate. Credential analysts and assistant superintendents of human resources confirm that potential candidates are informed of the fees that must be paid to participate in the program at the time of hire.

The credential analyst screens candidates and forwards their names to the program director who verifies eligibility status. Once candidates are identified, the director matches each candidate with a support provider. CAST team members confirm that each district expects eligible teachers to participate in an induction program to clear their preliminary credential in the first two years of employment.

As capacity allows, Foothill Consortium serves candidates from local private schools and public school districts not sponsoring an induction program. These candidates are also charged a fee for participating in the induction program. The director reviews the candidate's credential to confirm his/her eligibility to participate in the program. The program director provides the candidates with necessary program information and eligibility and enrollment documents.

**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**

Participating teachers are informed of all program requirements at a mandatory orientation meeting. A record of completion is tracked through the *Milestone* feature of the website *inductionsupport.com* to verify progress towards completion. Interviews confirm that feedback on progress is available to each participating teacher through the *Milestone* feature as well as through monthly conversations between support providers and participating teachers. *Milestones* include information regarding professional development opportunities attended by the participating teachers, a record of completion of formative assessment activities, and a dated verification of their completion of an *Individual Learning Plan* (ILP) each year of their enrollment.

Interviews confirm that the program director and support providers review each participating teacher's *portfolio* prior to submitting it to the advisory board for final review and recommendation for the clear credential. If a candidate is in jeopardy of not completing the induction program in the two-year period, an assistance plan or extension is developed between the participating teacher and the program director. The professional clear credential recommendation is made when all requirements are met.

**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 Foothill Consortium regularly assesses the sequence of field-based experiences for their participating teachers to ensure that they develop and demonstrate their knowledge and skills to support all students effectively so that P-12 student meet state-adopted academic standards. The program utilizes the New Teacher Center Formative Assessment System (NTC

FAS) to support the participating teacher’s growth along the continuum of teaching practice over a two-year period. With the guidance of a support provider, participating teachers engage in a variety of experiences/activities based on the California Standards for the Teaching Profession (CSTP) and Induction Standards. This formative process and its concomitant documents provide a comprehensive approach for participating teachers to demonstrate application of the knowledge they acquired in their preliminary credential program. A review of participating teacher’s portfolios evidenced that participating teachers engage in the plan, teach reflect, and apply cycle through focused, job embedded activities designed to help them understand the context of their class assignment, assess their teaching, create an inquiry of their practice, and reflect upon their two-year induction journey as an educator.

The program director works closely with human resource personnel to identify eligible participating teachers. To ensure that candidates receive the best support possible, the program chooses support providers based on selection criteria clearly outlined in the Recruitment materials. The support provider selection process includes letters of recommendation and an interview rubric, which is carefully reviewed before support provider are selected and support provider/participating teacher matches are finalized. Site administrators interviewed are supportive of the process.

A review of the professional development calendar and interviews with support providers and participating teachers confirm that the program provides opportunities to address diversity issues. For example, training is offered in how to teach English learners and students with disabilities. Additionally, Support providers and participating teachers study an anchor text, *Teach Like a Champion*, and participate in a workshop on *Technology for 21<sup>st</sup> Century Learning*. Participating teachers commented that the induction seminar on technology was “the best they ever had to use in the classroom.”

**Standard 8: District Employed Supervisors** – Does not apply to Tier II credential 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**

The Foothill Consortium uses New Teacher Center’s Formative Assessment System (FAS) to document and assess participating teacher’s acquired knowledge and skills. The *Fieldwork Guide* for participating teachers outlines document requirements for teachers. The *Evidence of Application* documents the implementation of acquired knowledge and skills. During interviews, support providers and participating teachers confirmed that they meet weekly to discuss and collaborate around lesson planning, analysis of student work, and determining next

steps as required by the *Fieldwork Guide* and the *Evidence of Application*. Participating teachers indicated that much of their learning is focused on English learners in year one and special populations in year two. The program’s professional development calendar provided evidence of scheduled professional development on English learners, special populations and equity. Participating teachers use documents and supporting evidence to create a portfolio of work that is checked throughout the year by support providers and submitted for scoring to the advisory board in the second year of participation. Stakeholder interviews indicated, “BTSA is not something extra, but is focused on what is needed to be a teacher.” Many felt that because they were given the opportunity “to grow and learn as an educator, the students grew as well.”

Professional development aligns with the *California Standards for the Teaching Profession* and specifically addresses Induction Standards 5 and 6. The professional development providers are selected because they have this expertise in classroom management, adult learning theory, English learners, and special education. In addition, the program support team members all have extensive support provider experience. In the professional development providers’ interviews, it was reported that they do their best because, it impacts teachers and therefore impacts kids”.

The advisory board scores all participating teacher portfolios using a scoring rubric, which aligns with induction program standards. Interviews with advisory board members indicated that the board calibrates prior to scoring. A participating teacher’s portfolio not meeting a certain standard as assessed on the rubric, is returned to the participating teacher and their support provider with specific recommendations and instructions for continued work. Board members indicated that consistent checks of portfolios throughout the year by support providers make it rare that a portfolio is returned to a participating teacher for additional work. It is important to the advisory board members that the “induction experience is genuine and authentic.”

## General Education Induction

### ***Program Design***

The Foothill Consortium is comprised of five local school districts located along the Southern California Foothill Corridor. West Covina Unified, the LEA, joined with Bonita Unified, Charter Oak Unified, Claremont Unified and Glendora Unified School Districts as program sponsors. Foothill Consortium is Commission approved to offer Induction Program experiences leading to Clear Multiple and Single Subject, as well as a recently approved Clear Education Specialist credential program.

The program leadership consist of a program director, who oversees the overall operations of the program, an advisory board with all stakeholders represented, and an ad hoc Consortium Assistant Superintendents Team (CAST), that works with the program director on funding, budget and staffing and. The advisory board's role is to help guide program decisions based on survey results and input from stakeholders. The advisory board also reads and scores participating teachers portfolios upon completion of the program prior to their recommendation for a clear credential. Although advisory board members represent five different districts and their individual district's interest, the advisory board interview indicated the members have a strong collaborative and supportive relationship and agree that one of their main purposes is "keeping people in the industry by ensuring that they are successful".

The site visit team was able to verify that the program director maintains ongoing communication among all stakeholders, including district superintendents, district assistant superintendents, directors of curriculum and instruction, site administrators, participating teachers and support providers via formal and informal meetings, email, phone calls, use of the program website, [InductionSupport.com](http://InductionSupport.com), that helps participants track progress, and the program newsletter, **Induction News!** It was evident that good communication among all program stakeholders results in clarity of the program's focus and direction across stakeholder groups.

Evidence reviewed at the site visit confirmed that the program director collaborates regularly with human resources personnel from each of the partnering districts to identify teachers who qualify for the induction program. Once eligible teachers are identified, they are informed of their Induction program eligibility and of the requirements to complete their professional clear credential. Human resources personnel from each of the five districts provide the participating teacher with program information, and dates for the required induction program orientation meetings. In addition, human resources personnel provide program staffs with names and contact information of eligible new hires to ensure all eligible teachers have timely information about their program participation. As soon as possible after receiving the names of participating teachers, the program director assigns each participant with a support provider. The program director collaborates with district assistant superintendents to confirm all assignments prior to notifying support providers.

Participating teachers attend a program orientation meeting with their support providers to review their credential requirements and responsibilities for participation in the induction program. The orientation also provides completion requirements, outlines professional development opportunities, and provides all necessary information to lead to successful, timely completion of the program. The program uses many methods to engage new teachers and their site administrators in establishing and aligning goals and objectives.

Site administrators confirmed multiple opportunities to engage with their new teachers. Many site administrators referred to their site based support structures, triad meetings with their new teachers and support providers, team building activities with their new teachers, one-on-one meetings with the program director, and goals and objectives meetings with new teachers and their support providers as examples.

Throughout the visit, stakeholders commended the program director on her hard work, thoughtfulness, her drive to make continuous improvements to the program based on feedback, and her ability to communicate with all stakeholders regarding program requirements in a meaningful and effective manner. Each participating teacher is required to collaborate with his/her support provider to build and maintain a portfolio of evidence regarding professional growth activities. On-site review of portfolios confirmed evidence of the *Individual Learning Plan (ILP)* each year of program participation, The *Evidence of Application* that documents formative assessment activities and growth in relation to the Common Core State Standards, student performance levels, the *California Standards for the Teaching Profession (CSTP)* and Induction standards, and documentation of completion of professional credential requirements.

In reviewing portfolio reflections, participating teachers consistently mentioned collaboration with their support provider as essential to the program and growth as an educational professional. Portfolio reflections from participating teachers indicated that support provider collaboration is a valued resource. Collaboration with colleagues and sharing ideas is key to helping new teachers fill gaps in their understanding.

Formative assessment activities are based on the New Teacher Center Formative Assessment System (NTC FAS) and outlined in the Fieldwork Guide. The formative processes outlined in his system are authentically embedded in the support providers' day-to-day work with participating teachers and through the process of inquiry. Participating teachers stated that, "there is always room for improvement." Many acknowledge that there are challenges, but that they can be handled if they, "reflect, collaborate, adapt and implement."

Many changes to the processes and procedures used by the program have taken place over the past several years. The site visit team was able to verify changes based on interviews and documented data reported in the Biennial Report.

Interviews with stakeholder groups confirmed that changes to the program were based on stakeholder input and interviewees identified multiple opportunities for input. Site

administrators and support providers interviews identified input on the growth of candidates through the co-assessment and triad meeting processes. All stakeholders provide program input from all stakeholders is collected during the mid-year and end of year surveys. Participating teachers and support providers give input on their professional development experiences through professional development surveys and evaluations. The advisory board reviews documentation during their monthly meetings to determine program changes and next steps.

### ***Course of Study***

The program has a clear sequence of coursework as outlined in the *Fieldwork Guide* for year 1 and year 2 participants, as well as for their Education Specialist Clear coursework in the document, *Foothill Consortium-A Participating Teacher's Journey*. Programs surveys and biennial report data, indicate that the majority of participants either “strongly agree” or “agree” that the program’s coursework has effectively impacted their teaching practice. Participating teachers’ student work, provided as evidence and teachers’ portfolio assessments viewed by the visiting team, verified the relationship between teacher growth and student performance over time.

Support providers and participating teachers’ professional development calendars indicate specific preparation around effectively teaching English learners and special populations, with a lens of equity. Participating teachers verified that in their work with students, they were required to identify English learners and special populations to assess and document progress during their induction activities.

### ***Candidate Competence***

A review of portfolios and through interviews with participating teachers and support providers verified that candidates receive a timeline and the necessary documents for providing evidence of their work. These documents when completed by participating teachers, compile a portfolio of work that is checked throughout the year during meetings with the support provider and submitted for scoring to the advisory board in the second year of participation. Scoring reports confirmed that the advisory board scores all participating teacher portfolios using a scoring rubric, which aligns with the Induction program standards prior to recommendation for a clear credential. Any teacher whose portfolio does not meet the criteria of the program is returned to them with instructions and recommendations for continued work. Upon completion of the recommended work, the participating teachers portfolio is returned to the advisory board for a second read and if it meets all criteria the teacher is then recommended for their clear credential.

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

After review of the institutional report and supporting documentation; and after conducting interviews with participating teachers, completers, support providers, district office personnel, and employers, the team determined that all program standards are fully **Met**.