

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Kern County Superintendent of Schools

June 2014

## Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Kern County Superintendent of Schools Induction Program. 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	N/A		
9) Assessment of Candidate Competence	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Induction Clear Credential	6	6		
Education Specialist Clear Credential	7	7		

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:** Kern County Superintendent of Schools

**Dates of Visit:** April 8-10, 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 program leadership, district administrators, school site administrators, Human Resources personnel, support providers, participating teachers, completers, and Advisory Committee members; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

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

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, Formative Assessment for California Teachers (FACT) Portfolios, and interviews with program leadership, administrators from multiple served districts, charter and private venues, school site administrators, Human Resources personnel, teachers' association representation, Institutes of Higher Education representatives, support providers, participating teachers, completers, and Advisory Committee members. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

**Advanced Credentials:**

General Education (Multiple/Single Subject) Induction  
Clear Education Specialist Induction

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Kern County Superintendent of Schools Induction Program be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Kern County Superintendent of Schools Induction Program continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

**Accreditation Team**

**Team Leader:**

**Linda Margulies**  
Wm. S. Hart Union HS District (retired)

**Common Standards Cluster:**

**Paula Lovo**  
Ventura County Office of Education

**Advanced/Services Programs Cluster:**

**Beth Littrell**  
San Mateo-Foster City

**Staff to the Accreditation Team:**

**Lynette Roby**, Staff Consultant  
Commission on Teacher Credentialing

## Documents Reviewed

Organizational Chart	Prof Dev Seminar Calendar, Agenda	Job Descriptions (Coordinator, SP, PDP)
SP Agreement	SP Selection Criteria	SP/PT/SA Surveys
Dist. Contact Agenda, Calendar	Advisory Board Agenda, Calendar	Kern Induction Collaborative Agenda, Calendar
Cluster 3 Agenda, Calendar	Local and State Surveys	PD feedback
Collaborative Logs	FACT Document Reviews	FACT Calibration Rubrics
Sample IIPs	Mentor Leadership Agenda	MOUs (COE, districts, SP, SPC)
District Contact sign-in	Notification of Eligibility Form	SP training agenda
Milestones Reports	PDP meeting agenda	KCSOS IP SP Criteria
K-12 Roles and Responsibilities Agenda	CESIP-ESIIP Matrix for Matching	Enrollment (Welcome) Letter
PT Agreement	Biennial Reviews (2010,2012)	KCSOS Job Fair Flyer
District Cont. Enrollment Letter	ECO Application	IP Handbook
Orientation Agendas	Induction Extension Doc	Decline to Participate Letter
SP Observation Records	Doc Review Schedule	ES Initial IIP
PT Exit Survey	FACT SP Training agenda	Intake Meeting forms
Preconditions	Common Standards and Addendum	Program Summaries and Narrative

## Interviews Conducted

Candidates Gen Ed (MS/SS) Induction	<b>61</b>
Candidates Clear Ed Sp Induction	<b>6</b>
ECO Candidates	<b>4</b>
Completers	<b>5</b>
Employers – Site Administrators	<b>15</b>
District Contacts	<b>11</b>
Institutional Administration	<b>6</b>
Advisory Committee	<b>7</b>
Field Supervisors – Support Providers	<b>39</b>
Field Supervisors – Support Providers Clear Ed Sp Induction	<b>7</b>
<b>TOTAL</b>	<b>161</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 Kern County Superintendent of Schools Office (KCSOS) serves as the Local Educational Agency (LEA) for the KCSOS General Education (Multiple Subject/Single Subject) Induction Program and the Clear Educational Specialist Induction Program (CESIP). The KCSOS Induction Programs have partnerships with 44 public school districts, four charter schools and fourteen private schools. KCSOS serves 178,000 students with these partnerships along with

11,000 students in programs of their own. Of these students 21% have challenges associated with English Learners and 69.2% qualify for free or reduced meals at school, based on family income.

Kern County is a diverse geographical region spanning the southern end of the Central Valley and covering 8,161 square miles. The participating districts are both rural and suburban ranging in size from 8 to over 8,000 students. There are multiple influences on these districts. Some are impacted by the large number of correctional facilities, others by the oil industry, agriculture and military bases, or a combination of these factors. The KCSOS Induction Programs have been adapted to meet these challenges.

**Education Unit**

KCSOS has provided induction support to the teachers for Kern County districts since the late 1990s and became an approved Induction Program in 2003. The program had a total of 272 participating teachers complete the program in the 2011-2012 school year, eight of whom participated in the Early Completion Option. During the 2013-2014 school year, the program has 280 participating teachers including five (5) Early Completion Option (ECO) teachers. The Clear Education Specialist Program began this year serving seven candidates. The program goal is to maintain a ratio of no more than two participating teachers to every classroom-based support provider; and a ratio of no more than five participating teachers per each non-classroom based support provider.

Members of the program leadership include the Chief Academic Officer of Instructional Services, the Induction Coordinator, Program Specialists, and the Induction Secretary. The program is housed within the Instructional Services Department.

**Table 1  
Program Review Status**

Program Name	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
Gen Ed Induction	150	280	CTC
Clear Ed Spec. Induction	0	7	CTC

**The Visit**

The visit began at noon on Tuesday, April 8, 2014. The team members convened at the hotel on Tuesday afternoon for the initial meeting for review of the accreditation process, roles and responsibilities of team members, and team bonding. After this meeting, the team attended a program orientation at the district office whereby the team was given a tour of the facilities, and full access to program documents. The team met with the Superintendent and began interviews shortly afterward. A team meeting was held the first night wherein the team reviewed each Common Standard and the team identified what additional information was needed to confirm the program was meeting standards. Interviews of stakeholder groups continued on Wednesday. Wednesday afternoon, a Mid-Visit Report was presented to the program leadership. Final consensus was reached on all standards on Wednesday evening. Team members read, reviewed,

and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, April 10, 2014.

## Common Standards

### Standard 1: Educational Leadership

### Standard Met

<p>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.</p>
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### Findings

The Kern County Superintendent of Schools Induction Program supports two programs for accreditation, the General Education (MS/SS) Induction Program and the Clear Education Specialist Induction Program. Both programs align induction program goals to the *California Standards for the Teaching Profession* (CSTPs), the state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks. Interviews with program leadership including program specialists, Advisory Committee members, and county and district-level administrators and site administrators, confirm 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. KCSCOS follows its mission statement, “As advocates for children, we provide leadership, education and support for students, school districts and the community through programs, services and fiscal accountability.” Their stated core values are: “Children first; Dedicated to excellent service; Our employees are our most valuable asset; Fiscal integrity is vital; and Collaboration is Key.” Their vision is fueled by the work of Wiggins and McTighe (*Understanding by Design*), Jeffrey Glanz (*Action Research: Educational Leader’s Guide to School Improvement*), Kendyll Stansbury (*The Role of Formative Assessment in Induction Programs*) and Bruce Lipton and Bruce Wellman (*Mentoring Matters*). This is evidenced from interviews and training agendas.

Program leaders and stakeholders organize, govern and coordinate all aspects of the program. The program leadership team members participate in ongoing professional development to maintain and grow an understanding of their roles while continuing to provide support to participating teachers. Advisory Committee members comprised of representatives from an array of stakeholder groups including districts, charter and private schools, school sites, county offices, institutions of higher education and support providers, substantiate that they are involved in providing input for program design, professional development, and review of participating teacher completion. Additionally, Advisory Committee members are part of a continuous cycle of program improvement through analysis of data paired with opportunities to provide feedback.

Interviews with county and program leadership, and review of program documents, including the program organization chart, clearly confirm that program leadership (Program Coordinator) is well-positioned within the county office and maintains the authority needed to represent the

interest of the program. Interviews with stakeholder groups verified 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 learn about the program through professional development opportunities, site visits, and continuous communication.

In collaboration with a support provider, participating teachers utilize the *Formative Assessment for California Teachers* (FACT) system to advance their practice and demonstrate application of the CSTP, Induction Program Standard 5: Pedagogy, and Standard 6: Universal Access: Equity for All Students. Participating teachers develop an *Individual Induction Plan* (IIP) identifying growth goals, and they access professional development in support of those goals. Interviews with participating teachers and support providers noted the strong bridge that the Induction program provided between education theory and application. The KCSOS Superintendent, Dr. Christine Frazier summarized the program, “This is our good faith effort to support those who have chosen our field.” A site administrator said, “Through collaboration with peers, Participating Teachers find a relevant voice.” One participating teacher revealed, “...The [program leaders] are a tremendous resource of knowledge, compassion, and understanding. They know the answer to ‘What’s next?’”

The KCSOS Induction Program maintains a comprehensive credential recommendation process that invites participating teachers to apply the knowledge they bring from their preliminary credential programs. Program Specialists formally review participating teacher evidence of application and program involvement using milestone reports, an examination of completed work and exit interviews. Additional review throughout the year is provided by the Induction Coordinator, using formative assessment feedback to Support Providers and participating teachers. All participating teachers who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their clear credential.

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

**Standard Met**

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

### **Findings**

The Kern County Superintendent of Schools (KCSOS) Induction Program implements an ongoing system for evaluation and assessment for both induction programs within the unit. A review of documents including the Biennial Report, confirmed that data collection for program improvement is ongoing. Reviewers note that the Clear Education Specialist Induction program is in its inaugural year and that the program is refining future evaluation. Training, seminar and meeting evaluations, Milestone and Attendance Reports, Collaborative Logs, FACT Document Reviews, Exit Interview data, along with Initial and Spring Surveys of several stakeholder groups, and statewide survey data, enable the programs to make adjustments during the academic year. The Coordinator and Program Specialists conduct a full review of all the assessment data from both programs during the year. Patterns are identified. Interviews with stakeholder groups

verified that summarized assessment data and subsequent recommendations for program improvement are shared with the unit for discussion and action.

Although the state survey is also used to inform stakeholders and the Biennial Report process, the information received from professional development assessments and local surveys is reviewed and changes are implemented immediately. Program leadership finds assessment data essential to the development and successful implementation of the candidates' induction experience. Examples include: Site Administrator's responses to an Initial Survey (October) that leads to deepened understanding of roles and responsibilities in the induction process; participating teacher's and support provider's responses to an Initial Survey (October) and a Spring Survey (March); participating teacher's exit survey (May/June); and, program completer's responses to a Spring Survey providing feedback on the impact of the program on their teaching practice. Stakeholders are informed of these findings at meetings held for Advisory Committee, district contacts, Support Provider Consultants, participating teachers and support providers.

During frequent and regular FACT Document Reviews, which are primarily the responsibility of the IP's Coordinator and Program Specialists, candidates are informed individually regarding their progress. Program data is derived from Individual Induction Plans (IIP) that is then used to revise program processes and procedures as needed. District contacts shared that the format of the Milestone Reports were changed in response to data and stakeholder input.

### **Standard 3: Resources**

### **Standard Met**

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

### **Findings**

Interviews with the County Superintendent, the KCSOS Director of School and Community Partnerships and a review of the budget provided, validate the commitment and full support of the County Office for the goals of the induction program. The necessary budget, qualified personnel, facilities and other resources are provided to operate comprehensive educator preparation programs. The funding sources that support the KCSOS Induction Program draw from unrestricted general funds.

Funding includes spending for Induction Standards professional development seminars, teacher release days (for training and classroom observations), Induction Coordinator and Program Specialist salaries and clerical support for daily operation of the program. Districts are reimbursed for their expenses in providing for support provider salaries and release days for training, professional development and meetings for participating teachers as well.

Interviews with Support Provider Consultants, support providers and a review of documents reveal that programs are moving forward with the use of technology. Participants are required to



use [www.BTSA Support.com](http://www.BTSA Support.com) to record their progress. Support providers submit records electronically. Program leadership utilizes a website, lending library (at the county and district level), electronic newsletters, workshop registration and technology support to inform and support stakeholders.

Participating teachers and their support providers are given the opportunity to utilize the library and digital media resources, information and communication technology resources, and instructional manuals, as well as an assortment of professional books, videos, and DVDs, all based on current research-based instructional information and strategies.

The Clear Education Specialist Induction Program and General Education Multiple Subject and Single Subjects Induction Program share resources. The KCSOS leadership confirmed that the Coordinator is primarily responsible for the program design, implementation, budget, staffing and allocation of resources to support participating teachers in the programs. Evaluating the programs, collaborating with other programs, relaying information to the Advisory Committee and other KCSOS department, and communicating with KCSOS leadership are all part of a process that is in place to determine resource needs.

#### **Standard 4: Faculty and Instructional Personnel**

#### **Standard Met**

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

#### **Findings**

A review of documents and interviews confirm that the KCSOS Induction Program selects support providers and professional development providers from a pool of teachers holding valid California Clear Teaching Credentials in the area that they teach. Depending on the employing district, these may be teachers assigned to classrooms, retired teachers, teachers on special assignment, curriculum or academic teachers, or teachers who are not employed full time. All districts, charter and private schools within the purview of KCSOS engage in employment practices consistent with the Fair Employment and Housing Act.

Criteria for job selection are shared with participating districts, charters and private venues. Support providers must demonstrate knowledge of academic standards, frameworks and accountability systems for their own district. It is expected that they have strong interpersonal and communication skills with a clear understanding of adult learning theories. The criteria also include expectations that these educators have experience with both urban and rural areas, culturally diverse student populations, and students with diverse academic needs and challenges. Support providers are given three days of training in the *Formative Assessment for California*

*Teachers* (FACT) model with follow-up through the year, based on the individual needs of participating teachers. Additional help is provided as needed or requested by support provider leaders. Training is differentiated based on the experiences of the support provider. Documentation of this training is maintained by the KCSOS Induction Program. Many of the seminars offered to novice teachers are presented by the Induction Director and the Program Specialists. Other professional development providers, like those assigned to English Language Learner and technology seminars are vetted for their expertise in the field. Recent professional development for support providers provided information in the use of Smart Boards.

Interviews with candidates and the leadership team confirmed that the program makes every effort to match support providers and participating teachers at the same site, grade level and subject area whenever possible. During the first year of the implementation of the Clear Education Specialist Induction program all candidates were matched with like credentials as evidenced through interviews and initial IIPs.

Interviews with support providers confirmed that they are trained to be reflective practitioners of a diverse society and knowledgeable about diverse abilities, culture, language, ethnicity, and gender diversity. A review of training modules for FACT showed evidence of professional development opportunities addressing mentoring success in the areas of language learning, special needs, and equity. Both support providers and participating teachers are invited to monthly Help/Support sessions that are driven by participant needs. The KCSOS Induction Program has several collaborative relationships. The Kern Induction Collaborative features meetings with the three other induction programs in Kern County along with Cluster 3 leadership and representation from local IHEs (including but not limited to California University at Bakersfield, Fresno Pacific University, National University, Point Loma Nazarene University, University of La Verne, and the University of Phoenix). The KCSOS Induction Program also attends meetings of BTSA Cluster 3 and promotes collaboration with the Mentoring Network within Kern County to encourage communication between master teachers (working with interns) and support providers.

Interviews with program leadership and support providers validated that a system is in place to monitor and evaluate support provide effectiveness. Milestone Reports include a collaborative log that is verified by support providers and participating teachers. These reports include progress reports based on FACT modules (termed FACT Document Reviews) along with formative assessment provided by program leadership. Participating teachers and support providers are able to comment on the effectiveness of professional development after each offering. Participating teachers reflect on their experiences with their support provider during an Exit Interview. Ineffective support providers are not re-selected by the program.

## **Standard 5: Admission**

## **Standard Met**

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

## Findings

The KCSOS Induction Program collaborates with human resources personnel, assistant superintendents and/or program personnel identified as district contacts to insure that newly hired teachers are screened for their readiness to be a part of the program. These individuals possess Preliminary General Education (MS/SS) or Education Specialist Preliminary credentials and are employed in one of KCSOS Induction Program's cooperating districts, charter and private schools. The Induction Coordinator and the Program Specialists work closely with these employers to identify eligible teachers and inform them of their professional credential requirements. Interviews and document review reveal a long-standing practice of Intake Interviews by program leadership (Induction Coordinator and Program Specialists) at partnering districts and charter and private schools. Memoranda of Understanding and Notification of Eligibility documents confirm enrollment procedures.

Participants are advised of program requirements by their district and KCSOS personnel at their Intake Interview. They attend an Orientation Meeting, are given a KCSOS Induction Program Handbook, and are required to sign up at [www.BTSAsupport.com](http://www.BTSAsupport.com). This process initiates online monitoring of program requirements by program leadership. Candidate interviews confirm that their support providers are highly knowledgeable about their program and credential requirements and are valued as their primary source of information.

## Standard 6: Advice and Assistance

## Standard Met

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

## Findings

Preliminary information about the KCSOS Induction Program may occur when student teachers are at the final phase of their education at the local universities or during local job fairs. First advisement for program participants comes from their hiring district, charter or private school. Upon successful completion of a Notification of Eligibility form, KCSOS Induction Program staff schedules an Intake Meeting with a Welcome Letter. Beginning teachers are given a KCSOS Induction Program Handbook, information on Early Completion Option (ECO), and are required to sign up on [www.BTSAsupport.com](http://www.BTSAsupport.com) wherein their progress with the *Formative Assessment for California Teachers* (FACT) modules is maintained along with documentation of meetings (Attendance Reports) with their support provider in Milestones. A document review confirmed that the program is meeting the 30-day requirement to have a support provider match and is meeting the 60-day requirement for completion of an IIP.

All participating teachers receive regular feedback on FACT modules. In addition, Clear Education Specialist Induction candidates receive feedback on their Individual Induction Plans (IIP). If a participating teacher fails to meet program Milestone deadlines, s/he and the assigned support provider have a meeting with the Induction Coordinator or Program Specialist. Remediation steps are outlined on the Advice and Assistance Individual Action Plan. The district contact is also part of this plan for additional monitoring of time. Individual FACT

modules are also reviewed for excellence and formative feedback is given to participants in the form of Document Verification Forms. Individual Induction *Plans* are submitted for review, comment and approval by program leadership. This practice results in increased consistency and quality of participant endeavors.

Interviews with support providers confirm that they meet weekly with candidates and engage in the formative assessment process and provide ongoing advisement and assistance regarding the candidates' professional and personal development. Candidates confirmed in interviews that their support providers are highly knowledgeable about their program and credential requirements are valued as a primary source of information.

Program completion is documented on Document Verification Forms, Milestone and Attendance Reports and BTSAsupport.com. Participants experience three document review meetings. Additional feedback is sometimes provided to participating teachers through phone calls, e-mails and meetings. With completion of all program requirements, participants receive a Verification of Completion form signed by the Induction Coordinator during the Exit Interview. This leads to a recommendation by their employing district, charter or public school venue for the clear credential.

### **Standard 7: Field Experience and Clinical Practice**

**Standard Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

### **Findings**

The KCSOS Induction Program employs the FACT system, which provides a comprehensive approach for participating teachers to demonstrate application of the knowledge they acquired in their preliminary credential program. Candidates in the KCSOS Clear Education Specialist Induction Program complete the FACT process as modified locally for Education Specialists. A review of participating teacher induction portfolios and Milestone Reports showed that the participating teachers engage in the plan, teach, reflect, and apply cycle through focused, job-embedded activities designed to help the teacher understand his/her classroom context, assess his/her teaching, create an inquiry of his/her practice, and reflect upon his/her journey as an educator. During interviews, support providers and participating teachers acknowledged the strengths of their formative assessment system in moving teaching practice forward in support of student success.

Understanding that one of the key components of the FACT system is the relationship with a highly qualified support provider, the KCSOS Induction Program sets clear criteria with its feeder districts, private and charter schools to maintain clear criteria in the selection of support providers. KCSOS plans to continue to provide criteria for the qualification and selection of support providers in the more than 50 educational entities currently served.

District Contacts consult with KCSOS leadership to make appropriate support provider assignments relative to school, culture, area, subject area, and geographic location. Training is supplied for both support providers and participating teachers in FACT processes, the expertise is informed by induction standards and contemporary education issues (like Common Core) through the KCSOS Induction Programs. Interviews and document review validate that candidate progress is monitored in multiple methods, including but not limited to: online monitoring of FACT completion using [www.BTSAsupport.com](http://www.BTSAsupport.com), triennial Document Reviews, written review and confirmation of Individual Induction Plans (IIP), and Collaborative Logs.

A study of professional development options, participating teacher portfolios and interviews with support providers, current program participants and completers confirm that the programs offer multiple opportunities to understand and address issues of diversity. Seminars and FACT modules address contemporary issues and offer participating teachers opportunities to apply lessons learned. Participating teachers reflect upon their practice as it relates to universal access. Evidence from portfolios further showed that candidates co-assess the essential elements of the CSTP using the *Continuum of Teaching Practice* (CTP) and develop goals and areas for growth. Support providers and candidates also confirmed that they have conversations regarding the meaning of the developmental levels of the CTP and how it helps them to examine their instructional practices and develop next steps in best practices.

#### **Standard 8: District-Employed Supervisors**

**NA for Induction**

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

#### **Standard 9: Assessment of Candidate Competence**

**Standard Met**

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

#### **Findings**

The KCSOS Induction Programs use the FACT system with their candidates. Participating teachers are informed of their responsibilities with the program from the onset of their hire date. They are given an Intake Interview and are required to begin a monitored process in an online data collection at [www.BTSAsupport.com](http://www.BTSAsupport.com). Review of program documents and participating teacher portfolios, and interviews of all stakeholder groups delineate program requirements to earn a clear credential. Such requirements include, but are not limited to: participating fully in the FACT system; meeting regularly and collaboratively with a support provider; and attending professional development as related to the program and/or to the Individual Induction Plan (IIP). Criteria for measuring candidate growth are set forth in the CSTP-based *Continuum of Teaching Practice* (CTP). Program leadership has a clearly defined process for examining and monitoring participating teachers' application of the CSTP, Induction Program Standard 5: Pedagogy, and

Standard 6: Universal Access: Equity for All Students. The process includes but is not limited to: Milestones Reports documenting FACT module completion, triennial Document Reviews, observations of participating teachers, Collaborative Logs and participating in Exit Interviews.

The site team thoroughly reviewed candidate portfolios and confirmed that candidates consistently use the California content standards in lesson planning, assessment analysis, and inquiry (IIP) development. Corroborative feedback was also obtained from support providers and current and graduate candidates attesting to the professional growth in the Commission-adopted competency requirements as measured by the CTP.

The Induction Coordinator, Program Specialists and other trained leaders individually review all IIPs and give formative feedback to both participating teachers and support providers to maximize candidate competence. To ensure accuracy in reporting and transparency in their operation, comments on document completion and quality are recorded online with access to participants, support providers and program leadership. Provisions are made for extenuating circumstances. The programs use systematic portfolio examination tools to evaluate completion that includes completion of FACT modules, Collaborate Logs, and candidates' written reflections. All participating teachers who successfully complete program requirements are given a letter of completion for their district human resources departments.

# Program Reports

## General Education (Multiple Subject/Single Subject) Induction Program

### Findings on Standards

#### *Program Design*

The Kern County Superintendent of Schools Office (KCSOS) General Education (Multiple Subject/Single Subject) Induction Program incorporates a purposeful structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students as well as retain high quality teachers. The intensive two-year sequenced program of preparation is formulated on an inquiry-based formative assessment system, built upon the *California Standards for the Teaching Profession* (CSTP) and the Commission standards for teacher induction. In addition to the *Formative Assessment for California Teachers* (FACT) system, the KCSOS Induction Program provides individual support and advisement from a qualified support provider, professional development opportunities, observations of veteran teachers, and additional appropriate support as indicated by the participating teachers' Individual Induction Plan (IIP). Document and portfolio review, along with interviews with participating teachers, support providers, site administrators, and program leadership verified that the program put into practice the learning from their preliminary preparation program along with the plan, teach, reflect, and apply the cycle of inquiry.

Throughout the process, participating teachers analyze data, self-assess, foster development on best teaching practices, and reflect upon those practices through the lens of student learning. Action plans are formulated by participating teachers through their formative assessment procedures, specifically the Individual Induction Plan (IIP) to apply principles, concepts, and pedagogical practices. The teaching of English learners and special population students is embedded across the participating teacher practice. Application of the state adopted academic content standards, Common Core Literacy and Math Standards, and performance levels for all students is demonstrated by the participating teachers as they collaborate, organize subject matter and plan lessons, create a healthy environment for student learning, assess students for learning, support equity and diversity, and use technology to advance student learning. Interviews with participating teachers, support providers, site administrators, and program leadership indicated that the reflective practices implemented within the FACT process cemented best teaching practices, improved pedagogical knowledge, and promoted universal access to the curriculum. A menu of professional development opportunities provided help with the application of knowledge in their classrooms. Interviews with all stakeholders showed that teachers work collaboratively to develop as professional educators.

A professional and educational community is established through continual communication and regular collaboration by the KCSOS Induction Program with partner school district personnel, Human Resources staff, and site administrators. Induction staff has established links to local teacher preparation programs ensuring a seamless transition from teacher preparation to induction. Participating teachers reported that induction has given them the opportunity to apply the pedagogical theory acquired during teacher preparation programs without redundancy. They stated also that reflection has allowed them to recognize best practices in their delivery and

understand how important it is to analyze student data for future planning and implementation. County leaders from the departments of Special Education Services, Curriculum and Instruction, Human Resources, School and Community Partnerships, along with a member from a local institution of higher education, serve on the Induction Advisory Committee wherein members indicated that their strongest asset was collaboration in building a professional educational community of learners. During the tri-annual meetings, members of the Advisory Committee also provide input for program improvement based on analyzed program data and input from regionalized district contacts.

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

The KCSOS Program offers professional development opportunities by trained presenters who are selected, prepared, and assigned to work with participating teachers and support providers based on their background, expertise, and ability to teach the CSTP. Program leadership receives on-going professional development ensuring a knowledgeable grasp of the program, and is fully trained in formative assessment and adult learning theory. Support providers receive training in formative assessment, mentoring, the CSTP, and training for effective induction program practices. They attend a mandatory program orientation and follow-up professional development throughout the year. The program provides professional development for participating teachers to develop reflective practice, knowledge and skills required to develop as professional educators and to complete the requirements of the induction program.

The KCSOS Induction Program uses the *Formative Assessment for California Teachers (FACT)* system for participating teachers. The FACT assessment modules focus teachers on a plan, teach, reflect, and apply (PTRA) cycle which underlies all activities in the FACT system. As participating teachers progress through each of the FACT modules (Context for Teaching and Learning, Assessment of Teaching and Learning, Inquiry into Teaching and Learning, and Summary of Teaching and Learning), they follow a delineated cycle of:

- Planning for instructional activities
- Teaching specific lessons or a series of lessons, and/or groups of students
- Reflecting upon that teaching experience; and
- Applying new knowledge to future practice.

FACT activities embed the six standards of the *California Standards for the Teaching Profession (CSTP)*, representing in a comprehensive manner the knowledge, skills, and abilities possessed by an accomplished teacher. Interviews with participating teachers confirmed reflection on their practice using multiple measures that include observations, norms of inquiry, collaboration with colleagues, data-driven dialogue, and reflective conversations to improve student learning. Participating teachers have multiple opportunities to learn and demonstrate their knowledge, understanding, and application of the CSTP over a two year period. Review of the participating teachers' Individual Induction Plans (IIP) confirmed a CSTP growth goal that assists the participating teacher and support provider to prepare a plan for professional learning, a step-by-step implementation plan that includes evidence, resources, and a completion date. The IIP guided the direction for professional development in at least one content area of focus.

Evidence of teaching practice, such as demonstration of Induction Standards work and student work samples, is collected over the two-year induction period. Participating teachers' teaching



practice is measured against the *Continuum of Teaching Practice* (CTP) enabling the participating teachers and support providers to collaboratively look at growth and practice over time. Program data, evaluation, and feedback informs program design decisions, and KCSOS makes ongoing modifications based on the documented needs of all stakeholders. Program participants stated that they knew their voices were heard and that KCSOS was responsive to the wide array of needs of TK-12 districts across a very large and diverse county.

### ***Candidate Competence***

To guide the participating teachers' attainment of all program requirements, participating teachers are informed by the Induction staff at orientations and induction seminars about the formative assessment process and the components that allow for self-assessment throughout the two-year induction process. Review of KCSOS documents shows that the program maintains records for participating teachers and notes completion on a Milestone Record created for each participating teacher. Throughout the program, participating teachers are given formative feedback by the induction staff regarding progress at ongoing mid-year and end-of-the-year transcript reviews. Monthly activity logs documenting the progress of participating teachers are reviewed by the induction staff to see if additional support is needed for program completion. Interviews with participating teachers and support providers provided consistent evidence that participating teachers are knowledgeable of their assessments and meet with support providers to collaborate on assessment results. Support providers reported that only when it is clear that the formative assessment documents adequately address Induction Standards 5 and 6 do they verify results for completion documentation. At the end of year two, program leadership or their designees conduct exit interviews with participating teachers and review all Induction activities and documents evidence of completion under each standard.

Within the formative assessment process, participating teachers have many opportunities to demonstrate knowledge of student growth and development by creating lessons plans with appropriate accommodations and modifications to support students' needs. Following observations, participating teachers collaboratively meet with support teachers to discuss and assess their actual teaching practice and use of instructional strategies as reflected by participating teacher's lesson development and delivery. Participating teachers reflect on and self-assess their practice on the FACT conversation guides and the Continuum of Teaching Practice against all elements of the six CSTP throughout the formative assessment process. Review of program documents and participating teachers' portfolios of experience verify that self-assessment, support and advisement, professional development, and continual growth and improvement is documented throughout FACT on the Continuum of Teaching Practice (CTP) and conversation guides.

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

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, county and district administrators, school site administrators, credential analysts, support providers, participating teachers, completers, and Advisory Committee members, the team determined that all program standards are **Met** for the KCSOS General Education (Multiple Subject/Single Subject) Induction Program.

## **Clear Education Specialist Induction Program**

### **Findings on Standards**

*The Kern County Superintendent of Schools received program approval from the Commission on Teacher Credentialing (CTC) to offer the Education Specialist Clear Induction program on August 7, 2013. The program began in the fall of 2013. The program was initiated in response to the expressed credentialing needs of new special education teachers within the county. At the time of the site visit, the program is serving their first cohort of five (5) Year One candidates with an Education Specialist Preliminary Credential.*

### **Program Design**

The Kern County Superintendent of Schools Office (KCSOS) serves as the Local Educational Agency (LEA) for the KCSOS Clear Education Specialist Induction Program (CESIP). With a commitment to a quality induction program and Education Specialist teacher development, the KCSOS CESIP has developed a strong partnership with teachers serving 44 school districts, the KCSOS educational programs, four charter schools, and fourteen private schools located within Kern County. The consortium spreads throughout Kern County, representing a broad cross section of the socio-economic population. The participating districts are both rural and urban; they range in size from 8 to 8000 students and represent the rich cultural diversity present in the region. The program serves beginning teachers who hold a California Preliminary Education Specialist Credential with Mild/Moderate and/or Moderate/Severe authorization areas. The goal of the KCSOS CESIP is to prepare and retain high quality teachers who are collaborative, reflective practitioners and who exemplify proactive and ethical decision making with regard to the cultural, linguistic, academic, and social diversity of students and families in the communities served by the program.

KCSOS CESIP leadership, consisting of the Director of School-Community Partnerships, the KCSOS Induction Programs Coordinator and Program Specialists, facilitates regular meetings with District Contacts, support providers, Support Provider Consultants, participating teachers, Institutions of Higher Education (IHE), and Advisory Committee members to ensure that ongoing collaboration occurs between the CESIP and all stakeholders. The program leadership involves stakeholders in a collaborative decision-making process. The outcomes from any decisions are communicated to all stakeholders. Program updates and changes, needs of Education Specialist participating teachers, professional development, program completion, and credentialing requirements are agenda topics for these meetings, ensuring that structures that support the activities of induction are in place.

The Director of School-Community Partnerships and the KCSOS Induction Programs Coordinator are participating members of at least one IHE advisory board. KSCOS CESIP staff attends meetings of the Kern Induction Collaborative (KIC). KCSOS staff works closely with credentialing programs and analysts at the local universities to ensure a smooth transition between the teacher preparation programs and the Induction Program. Communication with all universities enhances coordinated efforts to support the implementation of the Induction

Program. Local universities notify the KCSOS CESIP regarding appropriate and available professional development institutes, workshops, and seminars.

The KCSOS Clear Education Specialist Induction Program builds upon the skills and knowledge acquired by Education Specialist (ES) participating teachers in their preliminary credential programs. Throughout this process, ES participating teachers utilize the Formative Assessment for California Teachers (FACT) system, modified locally for Education Specialists, for a comprehensive assessment with specific feedback. This process provides a job-embedded professional development experience that leads to a Clear Education Specialist Credential with a Mild/Moderate and/or Moderate/Severe authorization area(s).

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

At the outset of each year of the Induction Program experience, each Education Specialist participating teacher meets with a KCSOS CESIP representative and a representative from the ES participating teacher's employing district for individual advisement and the development of the Collaborative Induction Plan. This document reflects an individualized plan for the ES participating teacher's professional development during Induction and is based on the credential area of authorization (Mild/Moderate and/or Moderate/Severe), previous experience, current assignment, and personal goals for professional growth. Professional development choices as described on the Menu of Options may include events such as those sponsored by the KCSOS Induction Programs, the Kern County Consortium SELPA, and/or the ES participating teacher's employing district/school, as well as courses or programs offered by IHEs.

The Collaborative Induction Plan includes the use of the Formative Assessment for California Teachers (FACT) system, modified locally for Education Specialists, to improve practice and expertise in delivering services to students. The research-based FACT system in conjunction with professional development opportunities as described on the individualized Collaborative Induction Plan assists each ES participating teacher through a job-embedded structure for support and growth.

In 2013-14, each ES participating teacher was assigned an ES support provider who received training to assist and support ES participating teachers in completing the formative assessment (FACT) system. FACT provides a structure for support, opportunities for reflection, and guidance for growth within the context of the ES participating teacher's classroom assignment. Each ES participating teacher and support provider pair is expected to meet together a minimum of four hours per month for contextualized support and formative assessment completion. The program collects evidence for the credential recommendation over a two year induction period.

The KCSOS CESIP provides regular meetings throughout each school year. The six program meetings scheduled during the year are designed to provide program completion information along with Professional Development for Education Specialist participating teachers and support providers.

### ***Candidate Competence***

The KCSOS Clear Education Specialist Induction Program communicates to all ES participating teachers regarding the requirements for program completion and application for a California Clear Education Specialist Credential. At the beginning of the year, all program requirements are explained at the enrollment appointments, orientation meetings, and Spring Meetings. Additional

information is provided to ES participating teachers through an individual Education Specialist Collaborative Planning Meeting, the Induction Handbook and BTSASupport.com, the Induction Program’s web-based communication tool.

Program completion requirements include the following components:

- 1) Review of teaching performance assessment outcomes from the professional teacher education program, when available.
- 2) Development and completion of the Education Specialist Collaborative Induction Plan, which describes an individualized plan for the ES participating teacher’s professional development based on his or her credential area of authorization (Mild/Moderate and/or Moderate/Severe), previous experience, current assignment, and personal goals for professional growth.
- 3) FACT Individual Induction Plans (IIP), based on formative assessment information and individual needs, documenting a researched and applied Action Plan.
- 4) Demonstrated application of the CSTP, Induction Standards, state-adopted frameworks, and adopted curriculum materials in one content area in the context of his/her instructional practice, showing response to students’ individual needs.
- 5) Demonstrated knowledge of the following:
  - a) Using technology to support student learning
  - b) Ensuring equity, diversity, and access to the core curriculum for all students
  - c) Creating and maintaining a supportive and healthy environment for student learning
  - d) Teaching English learners
  - e) Teaching students from Special Populations

The KCSOS Clear Education Specialist Induction Program uses FACT, modified locally for Education Specialists, as the formative assessment tool to document ES participating teachers’ classroom application and demonstration of the Induction Standards and California Standards for the Teaching Profession. Education Specialist participating teachers document their understanding and application of State-adopted content standards, curriculum frameworks, and pedagogy which considers all students’ performance levels.

Education Specialist participating teachers, in collaboration with their ES support providers, collect and document evidence in each module of the FACT system, complete the Individual Induction Plans, and participate in professional development opportunities that meet their individual needs and goals as described on their ES Collaborative Induction Plan within a two year time frame. This collaboration provides opportunities for ES participating teachers to assess their level of teaching practice using the Continuum of Teaching Practice within the FACT system. Document reviews are scheduled throughout the year to verify the ES participating teachers’ evidence of completion. The FACT Document Verification forms provide regular formative feedback on meeting Induction requirements.

To show completion of the Induction process, each ES participating teacher maintains a collection of evidence from the required components of Induction in their FACT binder. This evidence is reviewed and verified by regularly scheduled FACT Document Verification forms and Milestone Reports. Additionally, each ES participating teacher engages in an Exit Interview at the end of each year in the KCSOS CESIP. When all program requirements have been met, the Program Coordinator issues a “Verification of Induction” form (41-I) to the ES participating

teacher recommending him/her for a Clear Credential to be issued by the Commission on Teacher Credentialing

***Findings on Standards:***

After review of the program summary, supporting documentation and the completion of interviews with candidates, Support Providers, professional development providers, site administrators and other district leaders, the team determined that all program standards are **Met** for the KCSOS Education Specialist Clear Induction Program.