

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

**March 10, 2011
Overview of this Report**

Overview of This Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple & Single Subject Clear	6	X		

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team

- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Paramount Unified School District

Dates of Visit: March 8-10, 2011

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study, additional supporting documents available during the visit, interviews with administrators, support providers, professional development providers, candidates, completers, and local school personnel, along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall 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 evidence for each of the common standards and determined that all were **Met**.

Program Standards –

The team reviewed and discussed evidence of the program standards and determined that all were **Met**.

Overall Recommendation –

The team completed a thorough review of program documentation, evidence, and interviews with candidates, program completers, site administrators, support providers and other relevant stakeholders. Finding that all Common and Program Standards were met, the team unanimously recommends a decision of **Accreditation**.

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

Advanced/Service Credentials

Multiple Subject
Clear Multiple Subject
Single Subject
Clear Single Subject

Staff recommends that the:

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

Accreditation Team

Team Leader:	Jennifer Hicks Washington Unified School District
Common Standards Cluster:	Carol McAllister Retired
Programs Cluster:	Jane Blomstrand Contra Costa County Office of Education
CTC Consultant	Cathy Payne

Documents Reviewed

Agendas	Support Provider Professional Development
Common Standards Report	Materials
Candidate Files	Program Budget Plan
Survey Results	Candidate Completion Data
Needs Analysis Results	Candidate Journey
Program Assessment Feedback	Professional Development Calendar
Biennial Report Feedback	Letters of Commitment
Formative Assessment (FACT) Documents	Job Descriptions
Calendar of Program Events	Quality Indicators
Communication Documents	Rubrics
Advisement Documents	Organization Charts
Selection Criteria and Applications	CSTPs
Professional Development Providers	

Interviews Conducted

	Team Leader/ Common	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	6	6	6	18
Completers		5	4	9
Site Administrators	5	5	5	15
Institutional Administration	4	4	4	12
Program Coordinator	1	1	1	3
Professional Development Providers		5	5	10
Support Providers	6	2	3	11
Advisory Board		11	11	22
Human Resources	1	1	1	3
Credential Analysts and Staff	1	1		2
TOTAL				105

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

Paramount Unified School District is located in the City of Paramount, a suburb of Los Angeles. The population of Paramount is approximately 58,087.

The school district consists of ten K-5 schools, one K-8 school, one 4-8 school, three 6-8 schools, and two high school campuses. In addition, the school district supports alternative education at the Buena Vista campus, Alternative Education Center, and the Community Day School/Adult Education Center. The student enrollment is 15,785 comprised of 86% Hispanic or Latino, 9% African American, 3% other and 2% Caucasian. 740 teachers are employed by the District.

The program has designed a purposeful, logically sequenced structure of extended preparation and professional development that enables candidates to meet the academic learning needs of all P-12 students. Within this design, the district has incorporated opportunities for teachers to plan and choose their professional development paths through the following professional development options: Induction sponsored monthly seminars, district-sponsored staff development, professional readings, observations of experienced teachers' classrooms, and on-going collaboration between the candidate and support provider. The document that outlines the two-year induction program is the Candidate Journey/Timeline.

The induction program combines experiences from district and site professional development, BTSA Induction monthly seminars and collaboration meetings with support providers and the utilization of the Formative Assessment for California Teachers (FACT) system. Teachers participate in district and site-sponsored activities as they occur throughout the year. They attend a BTSA Induction monthly seminar which addresses the completion of credential requirements. In addition, teachers interact on a regular basis with an assigned support provider. FACT is the tool to document the completion of the credential requirements.

Education Unit

Paramount Unified School District has provided a BTSA program for their teachers since 1998. First as part of the California State University, Dominguez Hills Consortium and then as an approved single district BTSA Induction Program in 2003.

The program had a total of 12 candidates complete the program in the 2009-2010 school year, 2 of whom participated in the Early Completion Option. During the 2010-2011 school year, the program has 25 candidates including one Early Completion Option teacher. The program currently has 14 support providers who support a maximum of three participants each. Most support providers have one or two participants assigned.

Members of the program leadership include the Assistant Superintendent of Human Resources, a half-time BTSA Induction coordinator who is a teacher on special assignment (TOSA), and the Credential Technician. The program is housed within the Human Resources Department as of the 2009-2010 school year.

**Table 1
Program Review Status**

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
Induction	12	25	CTC

The Visit

The program visit took place from March 8 through March 10, 2011, at the Paramount Unified School District Office in the city of Paramount. The team consisted of a team lead and two team members. The team prepared in advance by reviewing program documents and evidence. During the site visit, interviews with stakeholder groups and individuals were conducted and additional evidence was reviewed. All decisions for Program and Common Standards were reached by unanimous consensus.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

Findings

The Paramount Unified School District BTSA Induction Program is committed to its mission of ensuring learning and success for each student by providing a quality education. This mission is manifested in the district's culture through the close relationship between the district's established initiatives and the BTSA Induction Program. Interviews with multiple stakeholders confirmed that these initiatives are interwoven into the everyday experiences of the candidates.

The Paramount Unified School District BTSA Induction Program is aligned to the *California Standards for the Teaching Profession* (CSTPs), state adopted academic content standards and research based curriculum. The district's vision and initiatives provide direction for professional development, collaboration, and teaching performance. Evidence documented that professional development opportunities, professional learning communities, and the formative assessment process are all focused on the district initiatives.

Program leaders including the Assistant Superintendent of Human Resources, Assistant Superintendent of Educational Services, and a Teacher on Special Assignment (TOSA) are actively involved in the organization, coordination and governance of the BTSA Induction Program. While the TOSA is responsible for the day-to-day operations of the program, including support provider matches, training, overall program coordination, communicating with district curriculum specialists, attending Regional Cluster Meetings, IHE collaboration, and the formative assessment process, the Assistant Superintendent of Human Resources serves as the program director. In the role of program director, the Assistant Superintendent of Human Resources oversees the work of the TOSA and operations of the program. In addition, the Assistant Superintendent of Human Resources is responsible for fiscal monitoring, communicating with site administrators regarding personnel issues, program planning and quality assurance. The TOSA and Assistant Superintendent of Human Resources meet monthly for program planning, to discuss possible issues and review recent program activities.

The program has established the BTSA Leadership Team which meets both formally and informally. The Leadership Team is representative of multiple stakeholder groups including a district administrator, support providers, a program candidate, IHE partner, and site administrators. Leadership Team roles and responsibilities are clearly defined in the *Leadership Team Roles and Responsibilities* document. Interviews with multiple stakeholders verified that

the Leadership Team’s purpose is to share program information, ensure candidates are provided with a quality induction experience, and serve in an advisory capacity for the program.

The Paramount Unified School District BTSA Induction Program maintains a comprehensive credential recommendation process that ensures that all candidates have met all program requirements. Candidates receive materials including a program handbook, an outline of the two-year program, the BTSA Induction Seminar schedule, and FACT documents at the program orientation. Monthly “TEAM” seminars (which include candidates and support providers along with the TOSA) serve as both informal and formal reviews to ensure that teachers are on track for completing program requirements. Support providers are responsible for completing the *Quality Indicators* sheet for each module verifying that the candidate has completed all required elements of the module. At the end of the year, the TOSA reviews all evidence portfolios including the *Self Assessment Summaries and Reflections*. Upon review and verification of completion, the TOSA makes a recommendation to the Assistant Superintendent of Human Resources for the candidate to be recommended for the clear credential. The Credential Technician follows up with the candidate to complete the process of applying for the clear credential to the Commission on Teacher Credentialing.

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

Interviews with program staff and review of documentation indicate that the Paramount Unified School District BTSA Induction Program has an internal program assessment process for ongoing program evaluation and improvement. Candidate’s complete feedback forms to evaluate the effectiveness of professional development and seminars. In addition, candidates use FACT to evaluate their teaching practices.

The Program Evaluation Plan identifies assessments that are used to determine candidate competence and program effectiveness. Assessment tools include the BTSA State Survey, Program Mid-Year Survey, FACT Reviews, Professional Development Feedback forms, Support Provider Logs and Exit Surveys. The data gathered from these assessments is used to determine how well a candidate is addressing the induction program standards.

Biennial reports, survey data, candidate feedback, and review of FACT documents demonstrate an ongoing and comprehensive data collection related to candidate qualifications, competence and proficiencies as well as program effectiveness. The data is analyzed by program leadership and patterns and trends are shared with all key stakeholders on the Leadership Team. The Leadership Team uses this data to identify areas of strength and growth for the program and makes recommendations for program changes. Any changes are reflected in the biennial report.

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

Through interviews and program documentation, it was evident that there is a strong commitment by program leadership to support the BTSA Induction Program with necessary fiscal, personnel, and other essential resources. Program components such as TOSA salary, support provider stipends, additional hourly stipends for seminars, training materials, and professional development are fiscally supported by the district. The program is funded through a combination of state allocations, categorical funds, and federal funds.

Program coordination is shared between the TOSA and the Assistant Superintendent of Human Resources who serves as the Program Director. Interviews as well as roles and responsibilities documentation confirmed that the TOSA is responsible for the day-to-day operation of the program including coordination of program delivery, professional development, and managing each candidate's experience.

The Credential Technician confirmed that program admission and advisement begins in the Human Resources Division upon hire. The Credential Technician informs the candidate of their obligation to participate in the program and refers them to the TOSA. The TOSA provides the candidate with additional information and takes responsibility for coordinating their induction experience.

Interviews with support providers, candidates, as well as program leadership confirmed the importance of professional development in supporting the growth of new teachers. Professional development providers are primarily in-district personnel, many of whom also serve as instructional coaches and curriculum specialists. Paramount Unified School District's commitment to Professional Learning Communities was also confirmed through interviews and referenced as a resource for professional development.

Through a review of documentation and interviews with program leadership, it is evident that the scope of work for the TOSA and Assistant Superintendent of Human Resources includes oversight for the program design, implementation, budget, staffing and allocation of resources for support of the candidates in the program. Evaluating the program, relaying induction information to the Leadership Team and other district departments, as well as communicating with regional cluster leadership, are all part of a process that is in place to determine resource needs.

Interviews with program leadership verified that the Human Resources and Educational Services departments collaborate to determine the needs of candidates, allocate resources, and guide induction experiences.

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

The BTSA Induction Program in Paramount Unified School District is implemented by a variety of education professionals with years of experience in P-12 education and valid California credentials in the area they teach or administer. These personnel include the Assistant Superintendent of Human Services who serves as the Program Director, a Teacher on Special Assignment who oversees the program, a Credential Technician who ensures teachers have the appropriate credentials to be admitted into the BTSA Induction Program, Professional Development Providers and Support Providers who assist candidates in meeting the program standards. All participating personnel providing professional development or supervision have experience in demonstrating knowledge of state adopted academic content standards and performance levels for students in the *California Standards for the Teaching Profession*. The district Credential Technician is knowledgeable about the requirements for a clear credential and assists candidates in the initial identification process and the completion of the online application.

Support providers are selected through an interview and review process. They must demonstrate an applied knowledge of state academic content standards and performance levels for students, curriculum frameworks, accountability systems, and the *California Standards for the Teaching Profession* (CSTP). Only those with at least four years of teaching experience, satisfactory evaluations, a clear credential and a reference from their current site administrator are considered. Selection is based on need, work location and the grade level of the candidate. New support providers meet with the TOSA to become familiar with the responsibilities of the program and to receive training in the Formative Assessment for California Teachers (FACT) as a means of supporting and informing candidates about their professional growth and continuous improvement.

Interviews supported the existence of numerous opportunities for support providers to participate in on-going professional development to ensure they have the appropriate skills in formative

assessment and mentoring. They are also involved in regular collaboration through professional learning communities focused on effective teaching and student achievement. Candidates reported that through collaboration with their support provider they have become more reflective about teaching strategies and student performance.

The annual performance review of support providers is conducted through surveys completed by candidates and through monitoring attendance and participation at trainings and monthly BTSA meetings. Candidates and completers shared that their support providers gave them encouragement and direction to become reflective teachers.

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

Each candidate enters the Paramount Unified School District BTSA Induction program with foundational levels of knowledge and skills obtained through an accredited university's teacher preparation program. They use recruiting practices from local colleges and universities, local job fairs and EdJoin, to select candidates who represent the diverse populations in California. Interviews with human resources staff and directors stressed the importance that only the most qualified teachers are recommended for teaching positions. Interested candidates go through a strenuous interview process to ensure they have appropriate pre-professional experiences, are sensitive to California's diverse student population and possess adequate communication and academic skills. The Credential Technician then assists in conducting background and reference checks on possible candidates to ensure they possess a preliminary MS or SS credential. Those hired are then referred to the TOSA for recommendation into the program. Upon her recommendation program leadership contacts candidates to attend an orientation meeting and to sign a *Letter of Commitment* to participate in the program. Reviewers saw a *Program Admission Flowchart* that explains the process from being hired in the district to acceptance in the BSTA program. Initial meeting agendas for Year 1 and Year 2, include timelines for completing required assessments, reflections and inquires.

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 provides 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

Program advisement is provided by program leadership and the Human Resources Credential Technician, who assists candidates with questions and concerns by answering their inquiries, providing explanatory materials, or directing them to the person best qualified to assist them. Interviews with the Assistant Superintendent of Human Resources, the Credential Technician, program leadership, and candidates, indicate that advisement meetings are held at the beginning of the year where candidates are notified that they are eligible for participation in BTSA Induction. Orientations are held at the beginning of the year or upon entry into the program to provide information about program requirements.

Once admission into the program is granted, the TOSA conducts monthly seminars to support teachers in meeting the requirements necessary to obtain a recommendation for the clear credential. Interviews with program leadership, support providers and candidates verified that support providers advise candidates regarding program requirements, professional development, the calendar of program events, activities, and the timeline for the completion of the formative assessment modules. All candidates are retained in the program unless their contract is terminated or the teacher ceases to meet any of the qualifying conditions for program participation prior to program completion.

Through interviews and review of documents it was confirmed that candidates have multiple opportunities to document evidence of their progress in meeting the credential requirements. Program leadership reviews formative assessment documents and logs of support provider activities and assesses the extent to which participants are making progress toward program completion. Participants who do not show evidence of progress toward completion of the credential requirements receive a variety of interventions. These include individualized advisement, support team meetings to determine potential obstacles impacting their ability to complete program requirements, assistance from program leadership in completing an action plan, and additional progress monitoring. A review of candidate's portfolios indicated they are regularly completing program requirements to clear their 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 Paramount Unified School District BTSA Induction Program has adopted the Formative Assessment for California Teachers (FACT) as the means of supporting and informing candidates about their professional growth and continuous improvement. Review of candidate

induction portfolios verified that candidates engage in the “plan, teach, reflect, and apply” cycle through focused, job-embedded activities covered in the formative assessment modules.

The selection of school sites for the program is dependent upon the hiring needs of the district. At the end of each school year, Human Resources projects the certificated staffing needs for the district. Candidates are placed at school sites where vacancies exist.

The foundation of FACT is built on the California Standards for the Teaching Profession (CSTP), Standards of Quality and Effectiveness for Professional Teacher Induction Programs in California (Induction Program Standards), State-adopted Academic Content Standards for Students and California Frameworks. Through the completion of the FACT System Modules: Context for Teaching and Learning, Assessment of Teaching and Learning, Inquiry into Teaching and Learning and Summary of Teaching and Learning, candidates experience multiple ways to address issues of diversity that affect school climate and student teaching and learning. Interviews confirmed that they complete numerous “reflections” on teaching and learning to demonstrate they understand issues related to Pedagogy and Universal Access. At the end of each year, candidates reflect upon their progress by showcasing the findings of their inquiry with a group of their peers, professional development providers and program leadership. Participants end their induction experience with a colloquium highlighting their work and celebrating their growth.

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

Candidates in the Paramount Unified School District BTSA Induction Program demonstrate their ability to serve as education professionals through performance-based, job-embedded modules in the FACT system. As they engage in specific inquiry activities, their ability to improve their skills and professional knowledge is demonstrated through the analysis of evidence collected, self-assessment activities and participation in inquiry-based conversations with their support provider. Candidates create and update an Individual Induction Plan (IIP) each year of the program.

Review of portfolio evidence and candidate files verified that evidence of application and program involvement is reviewed formally at mid-year and end-of-year. Program support providers and program leadership work to ensure the accuracy of records. Candidates receive a Verification Letter of Participation for Year 1 and Year 2 with a Record of Program Participation. This form records FACT Module Completion and monthly Team seminar attendance. Additionally, a Clear Credential Recommendation Flowchart outlines the planned process for arriving at a clear credential recommendation. Interviews confirmed that a Request for Credential Recommendation Form is completed by each candidate upon the final submission of their induction work. This form is sent to the Credential Technician who follows up with the

candidate for completion of the clear credential application to the California Commission on Teacher Credentialing.

Program leadership has clearly defined processes for examining and monitoring candidates' application of the CSTP, BTSA Induction Program Standards 5: Pedagogy, and Standard 6: Universal Access. This includes observation of candidates and review of their portfolios.

Paramount Unified School District BTSA Induction Program

Program Design

The Paramount Unified School District BTSA Induction Program incorporates a purposeful structure of extended preparation and professional development that prepares candidates to meet the academic learning needs of all P-12 students as well as retains high quality teachers.

The district has an administrative structure that establishes clear direction and monitoring of the program. The program is administered through the district Human Resources Department. The Assistant Superintendent of Human Resources as the designated Program Director, along with the Assistant Superintendent of Educational Services, provides leadership and support for the program. An assigned Teacher on Special Assignment (TOSA) coordinates and oversees the daily operations and implementation of the program standards under the direction of the Assistant Superintendent of Human Resources.

The intensive two year sequenced program of preparation offered for candidates is formulated on an inquiry-based formative assessment system built upon the *California Standards for the Teaching Profession* (CSTP). In addition to the *Formative Assessment for California Teachers* (FACT) system, the Paramount Unified School District BTSA Induction Program provides individual support for each candidate from a qualified support provider, professional development opportunities, opportunities to observe veteran teachers, and additional support as indicated by the candidates' *Individual Induction Plan*.

Program modifications have been made in the past two years including the reduction of the position of Teacher on Special Assignment to a 50% FTE due to fiscal constraints and a change in formative assessment systems from CFASST to FACT.

Interviews with candidates verified that they significantly benefited from the preparation provided to them in their experience in the Paramount Unified School District BTSA Induction Program. Candidates indicated they have put into practice the learning from their preliminary teacher programs using the plan, teach, reflect, and apply cycle of inquiry. Each candidate develops inquires into their practice and through this cycle of inquiry reflects in depth on their teaching practice and how it relates to student achievement. The candidates state that through this process they have begun to develop habits of reflection that allow them to continue to improve their teaching practices and focus on student learning.

Interviews with site administrators, district office administrators, candidates, and support providers reported there is a strong collaborative culture in the district that supports the professional development provided for candidates as well as all teachers in the district. The collaboration between veteran and new teachers provides opportunities for candidates to develop best teaching practices.

Course of Study

The Paramount Unified School District BTSA Induction Program offers a planned sequence of field-based experiences in order for candidates to develop the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards.

The design of the FACT system used in this program is formative in nature, allowing the teacher to shift and mold his/her experience with their current growth pattern and the work that is most pressing in the classroom or school environment. The support provider is engaged as a guide in the work of the candidate, creating a focus for new teacher professional growth, while in the process of generating evidence for credentialing requirements.

The FACT system contains performance-based, job-embedded modules to support candidates as they move their practice forward. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the *California Standards for the Teaching Profession* and the *Induction Standards* while incorporating the *California Academic Content Standards for Students*.

Candidates demonstrate, through evidence submitted in their portfolio, that they are implementing Induction Program Standards 5–Pedagogy, and 6–Universal Access in the classroom with students. They choose three target students to focus on each year; an English Learner, a Special Populations student and a student with behavioral or academic challenges. By focusing on these students, candidates are able to reflect on how they are providing an equitable learning environment in supporting the full range of learners in their classrooms.

Interviews with candidates and support providers confirmed that candidates are using multiple measures of reflection in their teaching practice including lesson planning, observations, analyzing student work and reflective conversations with their support providers and in collaboration with other teachers. They acknowledge that this reflection allows them to grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific skills for subject matter instruction beyond what was demonstrated for the preliminary credential.

Interviews with site administrators, support providers, district office administrators and professional development providers confirmed that the program selects, prepares and assigns support providers and professional development providers using well-defined criteria consistent with the provider’s assigned responsibilities in the program. Site administrators are consulted and asked for recommendations of potential support providers. Interviews with support providers also confirm that they receive initial and on-going professional development to ensure that they are knowledgeable about the FACT process, the Paramount Unified School District BTSA Induction Program, and are skilled in their roles.

Candidate Competence

Candidates for the clear credential demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. The primary sources of evidence for this demonstration are the documents collected through the FACT system. Candidates receive an Induction Program Handbook which aids in informing teachers of the induction expectations.

At the beginning of the school year, candidates are informed of their eligibility to participate in the Paramount Unified School District BTSA Induction Program. They attend an orientation at the beginning of the school year, are assigned a support provider and are provided with information about the requirements for participation in the program, and requirements for clearing their credential. They attend monthly seminars throughout the year where they continue to receive information about their participation in the formative assessment process.

The program has a planned process for arriving at a clear credential recommendation for each participant. After a review and presentation of the induction documentation by the candidate, program leadership determines if the quality and quantity of evidence, based on the *FACT Rubrics Review Feedback Sheets*, and the record of program participation is sufficient to support a credential recommendation. Program leadership makes the recommendation for a clear credential in the Human Resources Division.

A review of candidate portfolios and program documents verify that candidates for the clear credential meet the Commission-adopted competency requirements as specified in the program standards.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, support providers, professional development providers, site administrators, district administrators, and Leadership Team members, the team determined that all program standards are met for the Paramount Unified School District BTSA Induction Program.