

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at San Francisco Unified School District

## Professional Services Division

April 2014

### Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at San Francisco 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 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	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:** San Francisco Unified School District

**Dates of Visit:** March 4 – March 6, 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, candidates, completers, and Advisory Board 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**, with the exception of Common Standard 3 (Resources), which is **Met with Concerns**.

Program Standards

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

Overall Recommendation

The team completed a thorough review of program documents, program data, *New Teacher Center Formative Assessment System (FAS)*, Portfolios, and interviews with program leadership, district administrators, school site administrators, human resources personnel, Institutes of Higher Education representatives, support providers, candidates, completers, and Advisory Board members. Due to the finding that all Common Standards are **Met**, with the exception of Common Standard 3 (Resources), which is **Met with Concerns** 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:**  
Multiple/Single Subject Induction

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- San Francisco Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Francisco Unified School District 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

<b>Team Leader:</b>	<b>Corinne Muelrath</b> Tulare County Office of Education
<b>Common Standards Cluster:</b>	<b>James Webb</b> William S. Hart Union School District
<b>Advanced/Services Programs Cluster:</b>	<b>Lisa Tiwater</b> Stanislaus County Office of Education
<b>Staff to the Accreditation Team:</b>	<b>LaRie Colosimo</b> Claremont Unified School District

### Documents Reviewed

Agendas and Newsletters	CSTP-based Self-Assessments
Common Standards Report	New Teacher Tracking System
Candidate Files	Meeting agendas
Induction Handbook	Six Strategies for Success syllabus
Follow-up Survey Results	Professional development agendas
Needs Analysis Results	District Strategic Plan
Program Assessment Feedback	SFUSD Lau Plan for English learners
Biennial Report Feedback	Professional development calendar of events
Formative Assessment (FAS) Portfolios	SFUSD Professional Development Framework
Schedule for Program Events	Contact Logs
Communication Documents	Orientation Intake Form
Advisement Documents	Candidate Portfolio Rubric
Selection Criteria, Applications	Support Providers Log Rubric
Professional Development Providers	Candidate Portfolios
Support Providers	Professional development evaluations
Candidate Completion Data Program website	Analysis of program data (e.g. Support Providers Logs, Portfolios, etc.)
New Teacher Center FAS Formative Assessment documents	Budget
Collaborative Assessment Logs	Resumes
Conditions of Equity Observation Tool	Job descriptions
Individual Induction Plans	Sample emails
Special Populations Profile	Support Provider/Candidate match lists
Differentiation Profile	Web-based Discussion Board
Lesson Plans	LEA Plan
Observation Tools – Teaching ELs and Special Populations	Candidate/Support Provider/District ethnicity charts and graphs
Class Profile	Org Chart
Classroom Map Tool	Mid-Year and End-of-Year Surveys
Analysis of Student Work	

### Interviews Conducted

	<b>TOTAL</b>
Candidates	<b>32</b>
Completers	<b>11</b>
Employers – Site Administrators	<b>13</b>
Institutional Administration	<b>7</b>
Program Coordinators	<b>5</b>
Faculty/Professional Development Providers	<b>9</b>
Field Supervisors – Support Providers	<b>27</b>
Advisory Board Members	<b>7</b>
Advisors – Program Staff	<b>2</b>
Credential Analysts and Human Resources	<b>2</b>
<b>Total</b>	<b>115</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**

The San Francisco Unified School District (SFUSD) is located in the city and county of San Francisco. Established in 1851, SFUSD is now that seventh largest P-12 school district in California, serving approximately 55,000 students residing in the 49 square-miles of San Francisco. Of these students, 61% receive free and reduced-price lunch; 27% are classified English learners; and 11% receive Special Education services. The stated mission of the SFUSD is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential. Driving this mission are three main goals: access and equity, student achievement and accountability. Seventy-two percent of the 104 schools met or exceeded their school-wide API targets. The district is in Year 3 of Program Improvement. SFUSD students represent the diversity found across California, with 32% Chinese, 25% Latino, 13% White, 10% African American and the rest representing various ethnic groups including Japanese, Korean, Filipino and others. The district 2011-12 four-year graduation rate was 82% which featured a significant increase in rates for African Americans. The 4-year cohort drop-out rate was 10%. Nine SFUSD schools are honored with the California Distinguished Schools award, followed by two more in 2013 for providing rigorous and equitable education for all students.

### **The Unit**

The Clear General Education Induction program is situated in the Professional Learning and Leadership Department (PLLD). The PLLD makes up the Curriculum and Instruction Division of the SFUSD, along with Humanities, STEM, Multilingual Pathways, GATE, School to Career, Education Technology, Office of Access and Equity and State and Federal Program. The Induction program director is a supervisor in the PLLD department in the Curriculum and Instruction Division. Two Teachers on Special Assignment (TOSA) provide coaching to individual candidates, professional development to Support Providers and other stakeholders.

An Administrative Assistant provides support to program staff and participants in the department, as well as to other programs in the Unit.

In 2013-14, there are 200+ trained Support Providers in the district. Of these, 140 are actively supporting candidates. The ethnic and gender diversity of the SFUSD student population is reflected in the selection of experienced teachers serving as Support Providers. The program is serving 310 candidates in 2013-14, evenly split between first- and second-year candidates. Forty-one of these are participating in an Early Completion program track. The high percentage of ECO candidates are attributable to an increased recruitment of experienced teachers, and a waiting list of teachers eligible to enroll but a limited capacity to serve all eligible teachers.

**Table 1  
Program Review Status**

<b>Credential Program</b>	<b>Delivery Model</b>	<b>Number of program completers (2012-13)</b>	<b>Number of Candidates Enrolled or Admitted (2013-14)</b>	<b>Agency or Association Reviewing Programs</b>
General Education MS/SS Clear Induction	Traditional	56	270	CTC
General Education MS/SS Clear Induction	Early Completion Option	50	40	CTC

**The Visit**

The San Francisco USD site visit team consisted of a Team Lead and two Team Members. During the month prior to the visit, the team participated in two conference calls to discuss logistics for the review, clarify their roles and responsibilities and engage in discussion about the site visit documentation. The Program Standards documentation and the Common Standards narrative and some evidence was made available to the team one-month out from the review, while the bulk of the evidence for the Common Standards was posted for the team four days prior to the team’s arrival at the site on Tuesday, March 4, 2014. The review was conducted onsite at the SFUSD administrative headquarters over the next three days. The team gathered evidence stakeholder groups and examination of on-site evidence on Tuesday, continuing into Wednesday morning with in-person and telephone follow-up interviews. The team came to preliminary findings on Wednesday morning and the mid-review conference was held on Wednesday afternoon. The team completed the final draft report on Wednesday night, and the Team Lead and consultant presented the findings to program and unit leadership on Thursday morning.

## 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 vision of the San Francisco Unified School District (SFUSD) Induction Program is to provide an articulated research-based, job-embedded mentoring program that is meaningful and prepares educators to meet the academic learning needs of the district's students by planning, teaching, and reflecting on lessons based on the state and national curriculum and teaching standards. Interviews with the Executive Leadership Team verify that professional development is aligned with the goals of SFUSD as well as state and federal mandates.

The SFUSD Induction Program is situated in the Professional Learning and Leadership Development Department in the Curriculum and Instruction (CI) Division. Program staff members include the induction director and two Teachers on Special Assignment (TSA) who work to ensure that the program requirements are aligned to district and department goals. Interviews with stakeholders affirmed that program staff members are knowledgeable and actively involved with the program and its requirements as well as maintaining authority over the program. Active stakeholders in the SFUSD Induction Program also include human resources Department personnel as well as site and centralized administrators. The Director and TSA regularly attend and present information as well as facilitate discussions at meetings with Institutes of Higher Education (IHE), such as University of San Francisco, Stanford University, and San Francisco State University, as verified with interviews with representatives from IHE. District leaders, including the Executive Director for Curriculum and Instruction and the Chief Academic Officer, have been influential in providing opportunities for stakeholders to learn from current research and provide the instructional support to grant authority for the unit leadership to design effective strategies to achieve the changing needs of the program as evidenced by a wide array of research-based professional development offerings throughout the district.

The program design is based on principles of adult learning theory, standards-based lesson planning and assessment, coaching and mentoring strategies, formative assessment, and professional growth and cycles of inquiry. Interviews with various stakeholders revealed that the vision of SFUSD for pupil success is communicated through professional development and meetings within the Curriculum and Instruction Department in which the SFUSD Induction Program is housed. These design principles provide direction for the candidates to demonstrate proficiency in the articulated program components. The program utilizes the New Teacher Center Formative Assessment System (FAS) that was developed to assist new teachers to

identify professional growth goals and to engage in cycles of inquiry and other experiences to meet the needs of candidates' students.

The induction program staff members identify and contact eligible teachers and enter their names and teaching assignment into the New Teacher Tracking System after the Onboarding session offered two times during the school year in which teachers identify themselves as eligible for Induction. When portfolios are submitted, they are logged, reviewed, and recommendations are made for completion or incompleteness. Review of documentation during the site visit verified that a system exists in which each candidate's work is analyzed and evaluated, and program staff informs candidates of their progress towards program completion. Program staff, Support Providers, and candidates report that candidates who do not complete program requirements are given an "Incomplete Letter" that includes specific feedback about what additional evidence is required. Program staff members collaborate with Support Providers so that the candidate can successfully complete all program requirements. Upon successful completion of program requirements, program staff communicates with the Credential Analyst who recommends each completing Candidate for the 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 completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

### **Findings**

As a program within a large urban P-12 district, program leaders utilize multiple sources of evidence for the purpose of ongoing program and unit evaluation and improvement. The education unit implements an assessment and evaluation system, and program leaders utilize the newly developed Unit Evaluation Plan to ensure that all Common Standards are being met. Through the ongoing Accreditation process, including the Biennial Report, program leaders utilize data to drive decisions regarding program implications and changes. The site visit team recommends that the program leaders update the Common Standard 2 narrative to reflect the current practice that includes the Unit Evaluation Plan.

Program leaders use an assessment and evaluation system by collecting, analyzing, and utilizing data from stakeholder groups, including Support Providers, site administrators, candidates, and Institutes of Higher Education (IHE) to refine program needs and improve teacher/student learning. The program systematically utilizes various informal and formal measures, including surveys, anecdotal feedback, and meetings, to gain an accurate portrayal of its current standing and to continuously works on creating a robust induction experience that meets the needs of the candidate and ultimately enhances student learning. End-of-year State Survey data is analyzed, but the low percentage of responses from stakeholders (for example a candidate response rate of 17%) makes it difficult to extrapolate survey results across all program participants. As evidenced through interviews, program advisors, candidates, Support Providers, and site administrators stakeholders appreciate a website that supports improved program effectiveness.

A systematic collection of data and an analysis of the Formative Assessment System tools and documents, including the Individual Induction Plan, Support Provider Logs, and Portfolio evidence, lead to program improvements such as streamlined procedures and online access to documents that improve candidate qualifications and proficiencies as well as program effectiveness.

Due to the large cohort of Early Completion Option candidates that exist within the program, the team recommends collecting and analyzing disaggregated data to ensure appropriate services and supports are being offered to each unique program track, the Traditional Track and the ECO Track.

A Program Evaluation chart is developed and lists all of the necessary changes that the program should make to improve its effectiveness and quality. Documentation of formal/informal evidence in a matrix provides direction for program improvement to ensure the induction experience of the candidates and Support Providers, with the ultimate goal of enhancing student achievement.

### **Standard 3: Resources**

### **Standard Met with Concerns**

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

### **Findings**

The 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. The San Francisco Unified School District's vision includes the goal of providing a strong and articulated system of support for all members of the educational community throughout the life cycle of employee development. The goal includes an efficient and creative use of resources to effectively prepare candidates to meet the needs of all students.

District funds are distributed to the Curriculum and Instruction Division based on the district priorities articulated in the Strategic Plan and Six Strategies for Success. The induction program aligns most closely with the Strategic Plan Goal "Access and Equity: Make social justice a reality by ensuring every student has access to high quality teaching and learning" and the Six Strategies for Success Goal 5: "Recruit, develop and retain highly qualified teachers, leaders and staff." The budget is developed annually and resources are allocated for program implementation. Within the Curriculum and Instruction Division, qualified and trained personnel are employed to lead the induction program, including a director and Teacher on Special Assignment (TSA).

The SFUSD allocates resources to provide facilities, materials, and other resources for candidates to meet the state adopted standards for educator preparation, program and candidate needs. However, the team found inconsistent and insufficient allocation of funds for other components of the program including admission and field-based supervision and/or clinical experiences. Since 2011, the program has operated with drastically fewer resources, like many other programs in the state. Program and district leaders report the reduced allocation has resulted in a reduced capacity thereby limiting enrollment of Induction candidates, a waiting list for enrollment, a lower stipend for Support Providers, and fewer required centralized professional development opportunities. Though program leaders have leveraged other resources to enroll as many teachers as possible to minimize a waiting list, site administrators, Support Providers, and candidates reported concerns regarding a reduction of Induction services, including the high number of candidates on the waiting list and the high number of Early Completion Option candidates. The number of support hours available to candidates has been reduced. Some stakeholders report that training for new Support Providers is unavailable due to limited funding.

As evidenced by interviews with district leaders, the District and program leadership continue to work together to maximize resources and the community has made an investment in teacher professional development through an approved Prop A Parcel Tax. Candidates are eligible for up to 18 hours per year of district-offered professional development. Teachers on Special Assignment, including STEM coaches, literacy coaches, Instructional Reform Facilitators, and other instructional coaches are utilized to support new teachers alongside experienced teachers.

The annual allocation is distributed to ensure consistency in the coordination, advisement, and program completion and recommendation process for all candidates and Support Providers. All stakeholders echoed the common theme that program leaders and staff members are extremely accessible and responsive, providing consistent, concise, and quick response to inquiries. Stakeholders report receiving responses within 24 hours of phone, verbal, written, or electronic communication. Additional program components are supported through the district, such as teacher release days, TSA salaries, and Support Provider stipends. The budget also verifies that funds are allocated for clerical support for daily operation of the program. Interviews and a review of the evidence indicate that resources are also available for professional development for staff members who attend department, district, regional and national conferences to provide the support.

Stakeholders report there are multiple mechanisms in place to track down and advise candidates of their eligibility for induction including, but not limited to, the Onboarding meetings, new hire packets, Induction staff queries, Credential Analyst and human resource staff guidance, emails and phone calls to site administrators, and institution of higher education information sessions. The site visit team concurs that these efforts monopolize many hours of valuable human resources where a streamlined information resource system might better meet candidate needs.

After analyzing mid-year data from program participants such as surveys, formative assessment tools, focus groups, oral or written communication, the program staff makes recommendations regarding the budget to best meet program and candidate needs but district budget constraints are in place regarding ultimate funding available to the program. Program leadership are responsible for evaluating the program, collaborating with other programs, relaying induction information to

the program advisors, representatives of institutions of higher education, and other district departments, and communicating with cluster leadership.

### **Rationale for Decision on Standard**

Through interviews and document review, the team found that although consistent and sufficient resources are allocated for effective operation for coordination, advisement, curriculum and professional development instruction, and assessment management within the Induction program, insufficient resources are available for field-based supervision and/or clinical experiences and insufficient and inconsistent resources are allocated for admission of all eligible candidates.

### **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**

Two levels of qualified personnel who serve the SFUSD Induction Program include Support Providers (referred to as Mentors by SFUSD) and professional development providers. Support Providers who guide and support new teachers through the induction program requirements are NCLB highly qualified, hold professional clear credentials, and have at least three years teaching experience in SFUSD or other urban districts as evidenced with a review of Support Provider applications and interviews with Support Providers. By design, district Teachers on Special Assignment (TSA) often serve as Support Providers. Even though there are district requirements to become a TSA, they must also complete an application to become a Support Provider with the SFUSD Induction Program. The site visit team found evidence of Support Provider applications and rubrics. Support Providers are familiar with the district strategic plan, participate in the development of site-based or department goals, and have been recommended by their administrators.

Professional development providers, most of whom are TSA, are recruited and selected for their knowledge of adult learning theory, exemplary teaching, coaching and facilitation expertise, and knowledge of the content area of what they are presenting. The district and the program provide research to support the professional development and how it relates to program design. Interviews with the Executive Leadership Team and program leadership confirmed that professional development providers are required to review the district strategic plan goals and Six Strategies for Success to make the sessions relevant to the candidates' teaching context. SFUSD staff members are engaged in on-going individualized, site-based and centralized

professional development on the strategic plan goals, including equity, student achievement, and accountability. Interviews with various stakeholders confirm that Support Providers, professional development providers, and program leadership are reflective of a diverse society and provide opportunities for candidates to investigate issues related to linguistic, academic, and familial diversity that are captured on candidate Individual Induction Plans, which team members had the opportunity to review. Interviews with administrators and candidates confirm that all teachers in SFUSD are required to attend professional development on academic standards that are offered at the school, district, and zone levels within the school district. Many Support Providers also serve as instructional coaches and offer the professional development at site and district venues around the district. As such, multiple opportunities for professional development are provided through weekly updates and through the Induction website and electronic communications. The induction director facilitates collaboration within the P-12 system and extends invitations to IHE partners to participate in professional development. Interviews with IHE representatives confirm that they value the collaborative opportunities and are often invited to SFUSD professional development offerings. The director is also a member of the SFUSD Student Teacher/ Intern/New Teacher Advisory Council that includes representatives from local colleges and universities. This body discusses ways to ease the transition from the preliminary credential program into and through the district's induction program. The program staff has presented to the group on analyzing student work and provides updates to the group at their meetings.

While the Program does provide opportunities for advanced faculty development, interviews with Support Providers and professional development providers indicate that the training is optional. Support Providers and professional development providers commented that they are aware of online videos to assist them with their work with candidates, but evidence does not support that systematic, ongoing development is required for all Support Providers. Interviews with Support Providers confirm they have access to professional development offered through the New Teacher Center (NTC) and NTC consultation to improve their work with candidates, as evidenced in stakeholder in interviews.

A review of professional development feedback documents demonstrated that professional development providers are afforded feedback from their sessions. The feedback is tallied and analyzed by program leadership with the goal of program improvement. Support Providers are recognized for their work through an end of program colloquium event in which district administration is present as stated through interviews with the program leadership team. While no formal system appears to be in place to dismiss ineffective Support Providers, interviews with program leadership, Support Providers, and candidates indicate that candidates may share information about their relationship with Support Providers to inform what steps, if any, need to be taken to ensure a quality experience for 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.

Program leadership, the Credential Analyst, and the Human Resources Director report that, upon verification of employment status, candidates have their credential reviewed for program eligibility. Candidates report they are required to complete an Onboarding session at which they complete a Teacher Support Entry Information Form to determine eligibility. Interviews with program leadership and the Human Resources Director also confirm that this onboarding is offered twice a year to identify candidates who are eligible for service. However, program leadership, candidates, and support providers shared that not all eligible candidates are admitted to the program, despite eligibility, due to lack of resources.

SFUSD is committed to recruiting and retaining high quality teachers who reflect the diverse student population. District hiring procedures, as shared by the Human Resources Director and program and district leadership, include Human Capital Specialists who assist with recruitment around the identified school culture to pair schools with teachers who will continue the vision of the designated learning outcomes for students. The Human Resources Director also reports that this selection process may vary across school sites and can include measures for teacher potential, including targeted observations and analysis of model lessons. A team of three readers screen applications prior to the selection process to identify applicants' commitment to diverse student populations. Program leadership depend on the state licensing procedures through the preliminary service programs to guarantee that candidates have appropriate pre-service experiences that predict a potential for success and effectiveness prior to being hired.

As noted by the Human Resources Director, the application process requires candidates to demonstrate their communication and academic skills. The Credential Analyst reports that new hires' credential information is verified and that candidates meet the requirements to be highly qualified and appropriately credentialed in the teaching assignment for which a candidate is hired.

**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.

Induction staff works collaboratively with human resources personnel to advise candidates of their credential requirements, eligibility for the program, and other professional development opportunities upon hire. Staff members are highly qualified as evidenced by resumes and professional background and experiences. A review of agendas show that at Onboarding sessions, qualified members of the district such as site administrators, assistant superintendents, human resources personnel, United Educators of San Francisco (teachers' union) officers, and the induction program leadership provide an overview of district requirements and credential requirements. During site interviews, district leadership described the district's vision for social justice and student success in the district and how each teacher shares in that responsibility. The superintendent or designee attends the Onboarding sessions to convey the district's vision to newly hired teachers.

As described by program and human resources staff, school administrators work with a dedicated Human Capital Specialist (Personnel Analyst) with whom they communicate regarding job openings and potential candidates. The principal and the specialist communicate often to find appropriate placements for qualified candidates.

At the Onboarding sessions, induction program staff members provide individual advisement and assistance regarding program eligibility, requirements, and Early Completion Option availability and criteria. Documents and interviews with stakeholders verify the use the district's Induction website as a clear and user-friendly way to obtain information to guide each candidate to meet program requirements.

Candidates complete an online orientation that includes an overview of the program requirements and of supports available to them to complete the requirements. Throughout the school year, the program staff send monthly e-mail communication to program participants about professional development opportunities to assist new teachers with their professional growth. Many candidates report the enormity of choices available to them and they appreciate how their Support Providers and program leadership advise them on ways to prioritize the appropriate professional development for their individual setting and teaching assignment.

A review of the evidence indicate that the district bargaining agreement and employee contract require first and second year teachers to be evaluated by their administrators every year and only those who meet the SFUSD essential elements, based on the CSTP, are retained for employment.

In order to provide support to new teachers, as soon as they are hired eligible candidates are matched with Support Providers. Program leaders and human resource staff report matches as early as before school starts. The induction staff reviews monthly Support Provider activity logs to see if additional support is needed and to determine if support is taking place in a timely manner. Additionally, site administrators report that they are informed of the Support Provider assignments in an email letter from program leadership.

Support Provider Logs reveal the timeliness of formative assessment activities and program staff advises of necessary adjustments in order to increase the chances of candidate success in completing the program requirements. A record of completion activities are tracked for all candidates and program leaders provide feedback to Support Providers and candidates. Interviews with stakeholders reveal that site administrators attend an administrator institute so they can better support the needs of their new teachers and Support Providers.

Support Providers assess candidate needs and refer any eligibility, early completion, program extension or other advisement questions to the program director. Program staff members collaborate with human resources staff members including recruiters, site administrators, assistant superintendents and executive directors of the schools, regarding hard-to-staff placements so support and guidance is provided when needed.

The program offers an Early Completion Option (ECO) for teachers who have completed intern programs or who have out-of-state, international, private school, parochial school or other teaching experience. Those teachers who meet the criteria are informed of the ECO and encouraged to apply. Program leaders report a trend in the SFUSD hiring of an increase in teaching experience, resulting in more eligible ECO applicants.

There are a number of reasons why candidates are placed on the SFUSD “wait list” and are not enrolling in induction in their first or second year, including late hiring, serving in ineligible positions, compelling personal or professional reasons and lack of capacity of the program to serve them because of resource limitations. The team also found that an atypically large number of teachers are approved to participate in the program’s Early Completion Option. One of the main reasons for advising new teachers to enter into the induction program as early as possible is to ensure that maximum assistance is afforded to new teachers to increase their opportunities to be successful in meeting student needs. The site visit team is concerned that the program practices of allowing large numbers of candidates, including these “opt outs” to become eligible for the Early Completion Option may be an inappropriate use of SB 57 and that advisement includes this use of the “opt out” opportunity as a means for some to become eligible for the Early Completion Option.

**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 SFUSD Induction Program is purposefully designed for P-12 candidates to demonstrate the knowledge and skills required to plan and implement a planned sequence of experiences to support their students to meet state-adopted academic standards. Through interviews with candidates, Support Providers, and professional development providers, experiences are also designed to align to the district strategic plan and student achievement goals. The program utilizes the NTC Formative Assessment System (FAS) that is a research-based sequenced set of tools based on job-embedded strategies, such as goal setting, self-assessment, inquiry, action plans, lesson planning and assessment. A review of portfolios verified that candidates are employing said practices, which are aligned with CSTP and Induction Standards 5 and 6. In addition, interviews with candidates also illuminated that multiple observations of classroom

practice with a component of formative feedback from the Support Providers encourage deeper reflection of teaching strategies to assist students with attaining academic standards. Interviews with candidates indicate that some found FAS tools to be disconnected with the daily demands of the classroom while others found the tools to be relevant to their teaching context

Support Providers and professional development providers describe a defined hiring process of which they complete an application and input is elicited from administrators regarding their effectiveness as personnel in the program. A review of applications and administrator feedback forms, as well as input from program leaders show that applications are screened for appropriate criteria and potential for effectiveness.

The Director of Curriculum and Instruction, HR staff, and program leaders confirm that new hires are distributed fairly across the district to ensure that they are supported and that schools are not deeply impacted by large concentrations of new teachers without support.

Support Providers guide candidates to use the FAS tools focused on the understanding of the current context in which they are teaching. Interviews with candidates confirm that they are encouraged and provided with release time to attend professional development and observe job-alike teachers to strengthen practice. Candidates believe that observing other practicing teachers is a positive experience with meaning and application for their own classroom practice and that it serves as an exemplary form of professional development.

Portfolio analysis by the review team shows that candidates are completing the required documentation with the intent on increasing student achievement. Candidates also report that tools, such as lesson plans, family communication, analysis of student work, and the class profile, assist with informing them of addressing the needs of English learners and special populations. Many candidates describe the documents as a way to frame their thinking about teaching and candidates in the second year of their induction experience see the processes and structures of induction as an effective, career-long way to plan, teach, and reflect on their teaching practice.

A review of the online discussion board and portfolios show that candidates are provided with research-based opportunities to improve student learning. Candidates share that they are given books, such as *Conscious Classroom Management* and *Teach Like a Champion*, to read and write responses that inform practice around issues related to classroom environment and working with diverse cultures to improve student learning. They also learn from reading the posts of other new teachers and the experience of shared learning creates positive bonds among colleagues.

## **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.

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**

During the site visit, an examination of portfolios and FAS tools that candidates in the SFUSD Induction Program are using with Support Providers shows that they are acquiring the knowledge and skills to effectively support all students with academic standards. Candidate interviews reveal that teachers feel the professional development offered prepares and provides them with strategies they, with Support Providers' assistance, use in their classrooms to meet the needs of their students.

Through the induction program and professional development opportunities, candidates are required to document and demonstrate the growth of their teaching practices as they work with students in their classrooms. Examination of candidate portfolios and FAS tools demonstrate comprehensive completion of program requirements. Candidate complete FAS tools to guide their practice and they report that their Support Providers are highly effective and serve as the first layer of assessment as they guide candidates through the formative assessment of teaching.

Portfolio evidence and interviews and with Support Providers, site administrators, IHE partners, and program leaders reveal that portfolios are reviewed by a team of readers who are calibrated and comprise a number of various stakeholders to determine if the candidate meets the requirements of the program and the induction program standards. Interviews with candidates and Support Providers and an analysis of portfolios show that candidates are informed whether their portfolios are complete or incomplete. Decisions are communicated by the induction director to the candidate and the information is also recorded in the New Teacher Tracking System, and program leadership verify that the records are maintained to record completion or non-completion. Interviews with administrators confirm candidate competency as a result of the support and professional development they have received, especially in the areas of collaboration, data analysis, and reflection of teaching practices.

**General Education Induction Program****Program Design**

The San Francisco Unified School District's Induction Program is situated in the Professional Learning and Leadership Development department (PLLD). The PLLD department makes up the Curriculum and Instruction Division along with the following other departments: Humanities, STEM, Multilingual Pathways, GATE, School to Career, Education Technology, Office of Access and Equity, and State and Federal Programs. The induction Program Director is a Supervisor in the PLLD department in the Curriculum and Instruction Division. The two Teachers on Special Assignment (TSA) provide coaching to individual candidates, and professional development to Support Providers and other stakeholders. The Administrative Assistant provides support to all program staff and participants in the department, and has additional responsibilities for other programs within the Curriculum and Instruction Department.

Interviews with these key program leaders indicate that they understand their roles and responsibilities and support the program effectively. The induction director, Teachers on Special Assignment, and induction program staff were praised by every stakeholder group as being organized, approachable, and proactive in support of the program and new teachers. The program leaders consistently model the relationship-based model of learning-focused supervision that they expect from their support providers and site administrators.

The goal of the SFUSD Induction Program is to provide ongoing advisement, assistance, and support for new teachers to help them develop their practice towards enhancing student achievement. This mission also includes training and supporting their Support Providers, administrators and other community stakeholders. Interviews with Support Providers and administrators confirm that this advisement and support system is in place.

Typically, over half the annual new hires in SFUSD are eligible to enroll in the induction program. After the candidates' eligibility is confirmed and they are enrolled, the program is designed to guide them through a logical sequence of professional development and extended learning opportunities. Viewed documents and interviews with first- and second-year candidates confirm the logical sequence of extended learning and that systematic support is afforded the candidates who are enrolled. The program leadership report, both in the program response and interviews, that opportunity for candidates to enroll in Induction 'closes' when the maximum number of teachers is reached, based on the funding allotted to the program in any given year. The program maintains a "waiting list" for teachers once this cap is reached. Evidence shows that some of these teachers submitted 'opt out forms' citing various reasons for choosing not to enroll in their first year. Approximately 50% deferred their induction experience specifically in order to become eligible for the program's Early Completion Option (ECO). Interviews with program completers surfaced the concern of some that the program was not made available to them until as late as their third year of teaching.

The Program carefully and strategically matches candidates to Support Providers. The program staff collaborates closely on admission and advisement with credential analysts and other personnel in human resources along with feedback from site administrators to match candidates with their Support Providers so they may begin working together as early in the school year as possible. Most candidates interviewed expressed satisfaction with their Support Providers and the services they provide. Documentation of this process, along with interviews with multiple stakeholders, served as evidence that these strategic protocols are in place.

Once identified, candidates complete an online induction program orientation that describes the concepts related to the collection of evidence, reflection on practice and student learning, and the application and demonstration that builds on the pedagogical knowledge and skills they acquired in their preliminary credential program. Part of this orientation includes assignment of a professional text that candidates are required to read and respond to via the program's online platform. Interviews with program candidates and Support Providers surfaced an appreciation for the online orientation and for the "posting" assignment. Reading the text and colleagues' responses promoted professional growth and candidates appreciate the convenience afforded them through the Discussion Board.

Candidates and their Support Providers meet regularly at least every other week (for a minimum of 25 hours a year) for individualized professional development and support. During these

meetings they discuss professional growth goals; engage in a cycle of inquiry about their teaching; assess students to increase their achievement; reflect upon their teaching practices; complete the New Teacher Center Formative Assessment System (FAS) tools to document this work; and engage in one-on-one professional development about their teaching strategies and increasing student achievement. Evidence of this partnered and on-going development was presented through candidate portfolios, Support Provider logs, and program documentation. Interviews with multiple stakeholders highlight this individualized support to be one of the most rewarding aspects of the program.

To ensure quality support for candidates, the induction program staff carefully selects, prepares, develops, and assesses Support Provider knowledge and skills. Support Providers attend an initial training series (3 sessions) to gain an understanding of basic mentoring skills and how to implement the formative assessment system. Interviews show that after the initial trainings, multiple optional opportunities are available for further growth, but most Support Providers interviewed, though acknowledging the value of these opportunities, stated they did not take advantage of these opportunities.

The induction program, along with Curriculum and Instruction and other centralized departments, offers professional development workshops on topics relevant to the contemporary conditions of teaching and learning. Topics include, but are not limited to the following: issues of equity, positive behavior support systems, Response to Intervention, Restorative Practices, teaching English learners, classroom management, core curriculum lesson planning, and assessing students to make instructional decisions. Candidates and Support Providers have a wide array of professional development opportunities to select from, based on their site and individual professional growth goals. Interviews with stakeholder groups showed the professional development opportunities are open to all district staff. The choice is reported to be so abundant that candidates have stated a need for assistance navigating through the options. Candidates report that their Support Providers and program leaders are a valuable source of assistance in determining the optimum fit.

Candidates have opportunities to attend professional development workshops from inside or outside the district and can use the experience to support their site goals and Individual Induction Plan, however, they are not mandated to attend them as part of their induction experience or required to articulate how the professional development aligns with their IIP. There is a district-wide goal to move away from a hit-or-miss array of professional development to a streamlined and highly focused use of professional opportunities to systematically develop SFUSD educators during the full life cycle of their professional careers.

At the end of the school year candidates submit their portfolios to program staff. These portfolios are inquiry-based formative assessments of the candidates' work on and growth towards meeting the Induction Program Standards. These portfolios are systematically reviewed by program staff and stakeholders using a calibrated rubric, and accepted or returned for additional evidence. Portfolios requiring additional evidence are returned to candidates with specific feedback and instructions for resubmittal. Interviews with program staff and candidates indicate a good understanding of this process. Review of sample portfolios confirms the components are evident in portfolios.

The SFUSD Induction Program regularly collects data from program participants about the relevancy and effectiveness of the program components for the purpose of informing program improvement. Most stakeholder groups are provided opportunities to contribute to the body of data used by the program for these purposes, including surveys, workshop evaluations, and email communication. Candidates give anecdotal evidence and make recommendations program improvement throughout their enrollment in the program.

All stakeholder interviews show program leaders to be open, available, and held in high regard. The staff members and stakeholders regularly engage in a cycle of inquiry to collect various data (both formal and informal), analyze it, and make modifications to make the program as relevant and seamless as possible for the program participants. The induction program design addresses the needs of candidates and welcomes feedback to make it meaningful for all participants. An example of this was provided by the executive team, who shared that the website provided by induction and the online components were a direct result of concerns by program participants that it was a hardship to commute within San Francisco to site-based professional development opportunities.

The induction program maintains articulation and collaboration with IHE, centralized administrators of academics and professional development, human resources, and site administrators. Interviews with IHE stakeholders confirm a relationship of mutual growth and support, with IHE stakeholders actively attending articulation meetings and PD provided by the induction program.

### **Course of Study**

SFUSD uses the New Teacher Center Formative Assessment System (NTC FAS) as its Formative Assessment System. The focus of the induction program is on supporting new teachers in meeting the diverse academic and linguistic needs of students, and the FAS tools provide the structure and the methods to help them do that. The FAS tools are flexible enough to address the individual teacher's specific context. The formative assessment processes require candidates to examine and assess their classroom practice to identify areas of strength and conversely, areas for professional growth as related to the California Standards for the Teaching Profession (CSTP), P-12 academic content standards, and Induction Standards 5 (Pedagogy) and 6 (Universal Access: Equity for All Students). The program emphasizes three essential components within the field experience: the standards (CSTP and Induction Standards 5 and 6), the criteria (described in The Continuum of Teacher Development), and the Evidence, which is the documentation of a PT's professional experiences. The evidence that candidates collect describes the full range of the candidate's practice by including classroom observation data, student work, and lesson plans. The team examined professional artifacts that demonstrate that candidates are developing skills while maintaining a clear focus on instruction and student learning. Interviews with candidates and Support Providers reveal that most participants see the tools as purposeful and aligned to their 'real work' with students. The lesson planning, class profiles, and collaborative logs are specifically named as powerful additions to the collaborative work of the candidate and their Support Provider.

Evidence of formative assessment and candidate growth is collected in a Professional Portfolio. Evidence is collected on an ongoing basis and is turned in at the end of each year. Candidates also submit reflections on their practice related to the Induction Standards 5 and 6. A team of teachers, Support Providers, and administrators review the evidence and provide feedback to the

candidate. Interviews with these team members, and documentation provided at the visit, indicate a clearly defined process for this review and feedback.

### **Assessment of Candidate Competence**

Review of documents and stakeholder interviews confirm that the SFUSD Induction Program uses multiple measures to assure that candidates demonstrate the professional skills necessary to effectively support and educate all students as they provide evidence of their competency as described in Induction Program Standards 5 and 6 and the CSTP. Collaborative activities with colleagues is documented and verified, as well as time spent working with their Support Provider to complete program requirements, including Formative Assessment System tools, CSTP self-assessments and goal setting with the IIP, as well as required reflections.

The four IIP that candidates complete (over their two years of the induction program) include focus on English learners and special populations. The first IIP each year is reviewed in November, and the second is reviewed in the spring. Assessment of portfolios is calibrated among the reviewers and overseen by program leaders. Support Provider logs are also reviewed and used as part of candidate assessment.

### **Findings on Standards.**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, Support Providers, site administrators, professional development providers and program and executive (unit) administrators, the team found that all program standards are **Met**.