

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

**Professional Services Division
June 2016**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Fullerton School District. The report of the team presents the findings based upon reading the institutional narrative reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, a 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
General Education (MS/SS) Induction	6	6		

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 Narrative Documents
- 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:	Fullerton School District
Dates of Visit:	April 25-27, 2016
Accreditation Team Recommendation:	Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional program narrative documents; additional supporting documents available during the visit; interviews with administrators, faculty, 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 and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards–

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

Program Standards– General Education (MS/SS) Induction

Discussion of interviews, documentation, evidence and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The site visit review team found that all six Program Standards for the General Education (MS/SS) Induction program were **Met**.

Overall Recommendation–

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers, administrators, and other stakeholders. 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

General Education (MS/SS) Clear

Staff recommends that:

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

Accreditation Team

Team Leader:	Carry Tillery Corona-Norco Unified School District
Common Standards:	Stella Padron-Duarte Selma Unified School District
Advanced Programs:	Charlotte Aldrich Fremont Unified School District
Staff to the Visit	Gay Roby Commission on Teacher Credentialing

Documents Reviewed

Admission Process Requirements	FACT documents and Training
Advice and Assistance Meeting Schedule	FACT Schedule
Advisory Council Minutes	FSD Ed Services Organizational Chart
Biennial Reports and Responses	Induction Completion Check List
Candidate Portfolios	Induction Orientation Agenda & Sign-ins
Common Standards Narrative document	Induction Portfolio Review Form
District Fair Employment Practices	Memorandums of Understanding
District Job Postings	New Hire Notification Form
District Induction Services Agreement	Preconditions
Diversity Statements	Program Summary
ECO Description & Application	Professional Development Agendas
Elementary School Board Communiqué	Profession Development Sign-ins

Professional Development Calendar
 PDP Résumés
 Support Provider Résumés
 Site Administrator Training Schedule Site
 Administrator Training Agendas

SP Selection Criteria
 Superintendent’s Assurance Letter
 Training Evaluations
 Verification of Completion docs
 Verification of Eligibility Form

Interviews Conducted

Stakeholders	TOTAL
Candidates	13
Completers	10
Employers	7
Institutional Administration	6
Program Coordinators	1
Professional Development Providers	5
Support Providers	12
Credential Analysts and Staff	1
Advisory Board Members	12
Leadership Team Members	4
IHE Partners	1
Total	72

Background Information

Historically the city of Fullerton has been a center of agriculture, notably groves of Valencia oranges. It is home to several higher educational institutions, notably California State University, Fullerton and Fullerton College. Fullerton's population soared after World War II as American veterans bought housing which destroyed the surrounding farming and park areas. By the late 20th century the city had lost much of its rural character in favor of suburban housing tracts and shopping centers.

The 2010 United States Census reported that Fullerton had a population of 135,161. The racial makeup of Fullerton at that time was 53.9% White, Hispanic or Latino of any race 34.4%, 2.3% African American, 0.6% Native American, 22.8% Asian, 0.2% Pacific Islander, 15.9% from other races, and 4.3% from two or more races. Non-Hispanic.

Education Unit

The Fullerton School District was established in 1888, one year after the city's founding. Covering 26 square miles, the school district enrolls 13, 700 students in 15 elementary, 2 K-8, and 3 junior high schools. The district sponsors a single teacher-credentialing program, a general education (MS/SS) induction program. The program is housed in the educational services department and overseen by the assistant superintendent of that division; a program coordinator provides day-to-day supervision of the program. Two neighboring districts participate in the Fullerton SD teacher induction program; Buena Park School District and La Habra City Schools have a memorandum of understanding with Fullerton SD to serve their eligible teachers and contribute to the cost of running the program.

Fullerton SD teachers comprise the majority of the participants in the program, with 51 enrolled for 2015-16 school year; La Habra City Schools has 9 candidates enrolled for the current year and Buena Park has 6 for a total of 66 participants in the 2015-16 school year.

**Table 1
Program Review Status**

Program Name	Program Level	Program Completers (2014-15)	Candidates Admitted (2015-16)
General Education (MS/SS) Induction	Advanced	66	66

The Visit

The visit took place at the district offices of the Fullerton School District on April 25-27, 2016. The site visit team consisted of a Team Lead, a common standards reviewer, a program sampling reviewer, and a state consultant. There were no extraordinary circumstances associated with the visit.

Common Standards

Standard 1: Educational Leadership

Met

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

Findings

Fullerton School District (FSD) sponsors a general education induction program that serves eligible elementary school teachers from the Fullerton, La Habra, and Buena Park areas. The North Orange County (NOC) Teacher Induction Program formerly operated as a consortium comprised of California State University, Fullerton (CSUF), Fullerton School District (FSD), La Habra City School District (LHCSD) and Buena Park School District (BPSD), with personnel from CSUF taking a large leadership role. Due to the loss of dedicated consolidated program funding, California State University, Fullerton is no longer a member in the consortium but retains a strong collaboration with each of the school districts. Fullerton School District now provides leadership for the program through a program coordinator, with district liaisons to La Habra and Buena Park School Districts. Interviews with assistant superintendents from the three districts indicated this is a way that allows all three districts to maintain a high quality program, stating that induction represents what they do best for teachers - getting them off to the right start.

The common standards narratives state that the district embraces a research-based vision that is founded on the results of extensive studies on effective, meaningful new teacher induction programs and principles of adult learning theory that supports the idea that retention of successful teachers is the direct result of the support and training they receive as new teachers. Their vision is founded on goals that are relative to state, district, and site-based requirements, and are based on the California Standards for the Teaching Profession (CSTP), the academic state standards, and the induction standards and focus on student achievement. According to the superintendent of Fullerton SD, the district highly values the induction program and the work and support it provides new teachers.

As demonstrated in the program's documented design and interview evidence, the institution has established a content sequence for the program that is built on the needs of the candidates

as they enter induction, through the examination of the Teacher Performance Assessment (TPA) from their preliminary teacher preparation programs, when available, or their self-assessment if TPA results are not available. Interviews with candidates and support providers confirmed that candidates have multiple opportunities to collaborate with their support providers as they learn to demonstrate their knowledge, understanding, and application of standards through the Formative Assessment for California Teachers (FACT) system, as well as through district offered professional development.

In 2015-2016, when Fullerton School District assumed the leadership of the program, a newly designed leadership team model was put into place to support the program coordinator in determining programmatic decisions. This leadership team is comprised of four lead support providers/professional development providers. During interviews with this team, they discussed strong leadership and support from the program coordinator as well as their job responsibilities that included planning for after school professional development workshops for candidates, supporting the other district support providers with FACT training, and making decisions concerning the implementation of various aspects of the program, as well as participating in the evaluation of the program through examination of workshops and participating teacher feedback.

More formally, an advisory committee convenes at least once a year to hear program updates concerning the teacher induction program. The advisory committee membership changes yearly but retains the same positions/participant roles: candidates (past and present), support providers, credential analyst, induction clerk, site administrators, district-level administrators, and university faculty. Agendas, minutes, and interviews with the advisory committee confirmed that data is examined and recommendations are made for program improvement during the meetings. One such improvement came from candidate members who asked to reduce the size of the monthly workshops. The program split the group into year one candidates and year two candidates, meeting on separate nights, to accommodate and differentiate for the participating teachers.

Fullerton SD, as the lead educational agency for the NOC Teacher Induction Program, is responsible for managing resources and completing the submission process for clear credentials for all program participants. The program leadership team, per interviews with candidates, support providers and leadership team members, carefully monitors the progress of each candidate through induction portfolio reviews and uses verification sheets that record candidate progress. Upon completion of all requirements, as documented on the completion checklist, a letter of recommendation is sent to the Fullerton SD credential analyst, who in turn applies for the candidate's clear credential, to the California Commission on Teacher Credentialing (CTC).

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

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

Findings

Fullerton SD maintains a multi-layered assessment and evaluation system, characterized by surveys, focus groups, and monitoring of candidate progress toward completion. As part of the Commission's accreditation system, the institution participates in a seven-year recursive cycle of assessment and evaluation. Throughout all phases of the cycle data is collected, analyzed, and reviewed as evidenced by document review and interviews with candidates, support providers, and the leadership team, for the purpose of tracking candidate growth and program improvement. The data is shared among the induction coordinator, the leadership team and the advisory board to ensure the involvement of all stakeholders in the evaluation process leading to ongoing program improvement per agendas and minutes of the advisory board.

Years one and two of the accreditation cycle are focused on internal data gathering and analysis. The institution employs a variety of assessment tools to verify candidate competence and program effectiveness. Candidates, support providers, and site administrators provide feedback via both a mid-year and end-of-the-year surveys, based on surveys designed by the state leadership in earlier years. To monitor the quality of professional development experiences, participants are surveyed at each workshop. Statistical data such as candidate progress monitoring, contact logs for candidate/support provider meetings, and retention rates of candidates are also gathered annually. Data is then analyzed by program leadership and used to prepare a biennial report that is submitted to the Commission for formative program feedback. This cycle is repeated in years three and four with a second biennial report submitted in year four. A review of biennial reports and this year's addendum confirmed the institution's reliance upon data to make informed decisions regarding program changes and expectation.

In year five of the accreditation cycle, an external review of the program was completed through the Program Assessment process; documentation from the CTC shows that the general education induction program was deemed preliminarily aligned in 2014. In 2016 (year seven of their accreditation cycle), Fullerton SD held a site review, postponed from the usual cycle of hosting a site visit in year six, allowing the district to solidify changes made after assuming formal program leadership, as reported by the induction coordinator.

Through interviews and document review it was verified that portfolio checks of candidate progress occur twice a year for first year candidates, and three times a year for second year

candidates during advice and assistance meetings. These meetings occur to verify both participation and growth of candidates, providing regular feedback on meeting credential requirements. The Verification of Completion document allows for two-way communication between candidates and assessors in the evaluation of program completion and serves as a final data assessment as well. Only those who have met all standards are recommended for the clear credential. Candidates who do not meet the standards are given additional guidance by the program coordinator and/or support providers to ensure success and completion of the program

Standard 3: Resources

Met

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

Findings

Fullerton SD, as the lead education agency, oversees and manages all resources, collecting contributions from the participating districts based on numbers of teacher participants in order to provide induction program services. From Local Control and Accountability Plan (LCAP) resources, the district provides training facilities, office space, and personnel, including a full time coordinator and a full time clerk, as well as staff development by the leadership team and professional development team. Teacher effectiveness grant monies from the state budget are used for teacher induction as specified by the director of educational services who oversees the induction program.

The Fullerton SD coordinator develops and monitors the induction budget, collaborating with the director and assistant superintendent of educational services. Interviews with all three individuals indicated responsiveness for providing the induction program with the necessary resources to support candidates at high levels, including release days to observe effective teachers in classrooms and professional development days to focus on district initiatives including Marzano training, Systematic ELD, Cognitively Guided Instruction (CGI) and Writing. According to the induction coordinator and the assistant superintendent of educational services, planning for induction begins in the spring, and is based upon projected LCAP allocations. Ongoing adjustments are made as the year progresses to ensure resource allocation is adequate for the needs of the program. According to the director of educational services, if additional funding is needed for a specific request that the district finds reasonable (for example, in 2015-16 the candidates requested the purchase of the Junior Great Books), the

money is found within the district’s resources. Further, a leadership team member specified that she had never been turned down to attend a training or conference that she had requested.

Members of the newly formed leadership team are highly valued by the induction program coordinator, the support providers and the candidates. According to leadership, they receive an additional stipend to design and implement the candidate and support provider workshops that occur once a month. Because they are also support providers, they receive a second stipend for supporting up to two teachers each. According to their statements, they meet regularly with each other to assess candidate satisfaction with workshops, based on evaluations, and make changes, as needed to ensure that candidate needs are being met.

According to interview and document data, sufficient information resources and related personnel are available to meet program and candidate needs. From one-on-one advising from the credential analyst to emails, observations, workshops and other face-to-face meetings, candidates have the opportunity to be highly informed and involved in the program. Other stakeholders are regularly advised about the induction program through meetings, emails and one-on-one conversations, according to the induction coordinator.

Standard 4: Faculty and Instructional Personnel

Met

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

Findings

Program leaders, including the professional development providers, support providers, and the program coordinator of the Fullerton SD general induction program are trained to provide candidates with the clinical experiences needed to complete the induction program requirements. The program personnel demonstrate the knowledge of the academic content

standards, California Standards for the Teaching Profession, and pedagogical practices appropriate to the needs of the teacher induction program.

Program leaders confirmed that they are committed to hiring support providers who demonstrate strong skills in classroom management, instructional planning, standards-based instruction and the ability to model and communicate effective instructional strategies. Support providers participate in ongoing professional learning to increase their knowledge of the academic standards, frameworks, and accountability systems. Support providers complete training coaching skills and the FACT system. As confirmed through interviews with support providers, thorough training on the FACT system and mentoring practices are provided on a regular basis. The program coordinator meets with support providers to build and develop the mentoring skills necessary to serve as role models for candidates. Program leaders provide support providers step by step training on how to use the FACT modules. Ongoing opportunities for additional training are provided during the monthly induction meetings as evidenced by agendas and training materials. Support providers indicated that program leaders regularly structure opportunities for collaboration and reflection of mentoring practices. Support providers reported receiving training on how to take observation notes and the differences on how to use fact vs. opinion when completing lesson observations. In addition, support providers stated that their participation in the portfolio review process provided them with a better understanding on how to support their candidates.

Fullerton SD is committed to providing professional development to their employees and hires qualified personnel to deliver professional learning opportunities that are relevant to the induction experience. The professional development providers have a thorough understanding of the induction program standards and align their training to help support candidates in meeting their induction requirements. The trainings provided are purposefully designed to meet both the district and induction priorities. The professional development providers indicated that they review the FACT documents and focus on providing new teachers with the strategies needed to meet the needs of their special population students.

The leadership team regularly evaluates the professional development provided at the monthly induction meetings. Both candidates and support providers are asked to complete a survey after every induction meeting and/or professional development session. The feedback from surveys is reviewed by the leadership team and immediately used to inform the professional development providers of any requests and/or suggestions. Interviews with professional development providers confirmed that they use the information and suggestions to modify, plan, and improve subsequent trainings/meetings.

Standard 5: Admission

Met

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

Findings

As part of the hiring process, candidates who have been employed by any of the districts participating in the North Orange County teacher induction program are referred to their district credential analyst to confirm eligibility for the program according to Commission-adopted requirements. The credential analyst provides eligibility advice and assistance to new hires. During interviews, the analyst confirmed meeting with candidates on an individual basis to provide the start-up paperwork for new teachers and informing them of their responsibility to complete teacher induction in a timely manner. Completed eligibility forms are shared with the program coordinator who then sends an email to candidates inviting them to attend the induction orientation meeting. A review of candidate files confirmed that there are well-defined admission procedures. Individual files reviewed by the team contained candidate Verification of Eligibility Forms, consent forms, and Memorandums of Understanding between the candidate and the district.

The leadership team, the personnel and educational services departments of each partnering district collaborate and work on recruiting a diverse population of teachers. A review of the Diversity Statement documents confirmed that the admission process for each district encourages and supports applicants from diverse populations. Interviews with program leadership indicated that the recruitment process is designed to encourage diversity in applicants. The assistant superintendent of personnel and the credential analyst spoke of the efforts made by the personnel department to attract a diverse population of teacher candidates through recruitment fairs, postings on websites, and use of EdJoin announcements. Deliberate efforts are being made to hire administrators and teachers who reflect the population of students they serve.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. Appropriate information is accessible to guide each candidate’s attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retain 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

The North Orange County Teacher Induction Program Leadership Team advises and informs candidates of both credential and induction requirements for a clear credential. Candidates are informed of the responsibility to carefully document their participation at program orientation meetings and advice and assistance meetings. Candidates agree to meet the requirements outlined in the candidate Memorandum of Understanding (MOU). Review of documents verifies that candidates are provided with a clear outline of program requirements which include a FACT module completion guide and a schedule of professional development offerings. This ensures each candidate has the opportunity to complete program requirements for the recommendation of a clear credential within their two-year induction participation.

Candidates confirmed that they are kept updated on their progress after the completion of each FACT module. Candidates and support providers indicated that program leadership provides feedback and assistance through participation in portfolio reviews. Individual conferences are held with a member of the teacher induction leadership team to review the induction portfolio and all other evidence to verify each candidate’s progress. Year 1 candidates participate in a portfolio review twice in a year, and Year 2 candidates participate in a portfolio review three different times in the year. A review of candidate induction portfolios at the site visit confirmed that information regarding the candidate's completion of program requirements is available to them and their support providers throughout the program.

Support providers are assigned to new teachers and meet with them on a weekly basis to advise them on their development. Each participating district in this program has made a commitment to a one-to-one support provider to candidate placement. It is a priority to assign candidates to a support provider who is at their site and teach the same grade level. By making this commitment, each district commits the support and assistance needed to that ensure new teachers successfully complete their two-year induction program.

The program coordinator and the leadership team members provide extensive support and assistance to candidates and only retain candidates who are suited for entry or advancement in the education profession. Candidates who struggle in meeting the induction requirements are identified during the advice and assistance sessions. The program coordinator then schedules a

personal meeting with both the candidate and the support provider to develop a plan of completion. The plan begins with the candidate completing a self-assessment on ten of the CSTP elements and identifying areas of growth. The program coordinator and leadership team members closely monitor candidate progress and provide them with feedback on the quality and level of evidence presented. If further support is needed, the program coordinator elicits support from principals by including them on the emails sent to candidates regarding the lack of progress being made. The program coordinator confirmed principals have supported their candidates by providing them release time during day to complete the FACT documents and observations.

Standard 7: Field Experience and Clinical Practice

Met

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

Findings

Fullerton SD provides candidates, with the assistance of their support provider, a variety of clinical or field experiences/activities that allow them to develop the skills to educate and support all students effectively. The program uses the FACT system that provides multiple opportunities for candidates to demonstrate application of knowledge and skills to support all students in meeting the academic content standards. Review of portfolios showed that candidates were provided with opportunities to engage in a planned sequence of job-embedded experiences designed to help teachers understand the context of their classrooms, assess their teaching, create an inquiry of practice, and reflect on their own development. During interviews, candidates indicated that working through the FACT modules provided them with a structure that allowed them to follow purposeful and intentional instructional practices. Candidates and completers spoke specifically about the importance of the inquiry module. Working with their support provider through the inquiry process allowed them to focus and reflect on instructional practices relevant to their students’ needs. Support providers reported that they used the FACT formative assessment processes to guide their candidates in meeting the California Standards of the Teaching Profession. Support providers also reported working with candidates on using the plan, teach, reflect, apply cycle to analyze and improve their teaching practices.

Fullerton SD utilizes one-to-one, site based practices to match support providers to candidates. The program coordinator indicated that site administrators play a key role in selecting and assigning support providers. Interviews with site administrators confirmed their role in the selection process. They emphasized the desired goal is to provide new teachers with the optimal support provider match. Site administrators identified characteristics they look for in support provider candidates: they seek individuals who use strong instructional techniques, are dynamic, and innovative. Candidates reported that their support providers were well matched and effective in supporting them. Data reviewed at the site (candidate, support provider, and administrator mid-year surveys) confirmed that candidates are satisfied with their support provider and that they are meeting the candidates' professional needs.

The FACT system provides candidates with opportunities to understand and address issues of diversity and to help develop research-based strategies for improving student learning. Review of candidate portfolios confirmed that candidates employ FACT's process of Plan-Teach-Reflect-Apply to differentiate instruction, helping them to minimize bias and use culturally responsive pedagogy, as well as teach students with special needs, and use technology as a learning tool. Principals reported that they provide specific support in regards to professional development and new teacher needs: they meet with new teachers to inform them of the resources available, discuss the culture of the school, and identify resources for classroom management strategies. Evidence of the use of FACT tools to improve student learning was observed by principals. Principals reported that teacher induction provides a structure of support that retains teachers and prepares them to meet the diverse needs of their student populations. Documents reviewed at the site (candidate midyear surveys and portfolios) confirmed that FACT modules helped candidates develop research-based strategies.

Standard 8: District-Employed Supervisors

Not Applicable

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

This standard does not apply to second tier programs.

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

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

Findings

Fullerton SD uses FACT and the CSTP to support and inform candidates about their professional growth. Candidates engage in guided conversations with their support providers and leadership team members as they reflect and improve their teaching practice. Immediate feedback from induction leadership is provided as part of a continuous improvement cycle. FACT contains performance-based, job embedded tools to support candidates in developing the professional knowledge and skills necessary to educate and support all students. A review of completed portfolios confirmed that candidates were using the state-adopted academic standards to help in effectively teaching all students.

Candidate competence is confirmed through a process in which candidates are assessed through the documentation of the formative assessment program. Candidates also use the Continuum of Teaching Practice to periodically document evidence of their application of the CSTP, while being supported through the efforts of their support provider. Portfolios are formally reviewed through the advice and assistance process twice per year then reviewed at the end of each year by leadership team members. Candidates and completers verified that the program maintains a system that is made available to participants, along with ongoing formal and informal feedback, to ensure that all program requirements are being met. If a candidate's work is deemed incomplete, the induction coordinator takes responsibility for making sure requirements are met in a timely manner. The credential analyst reported that at the completion of the induction process – when all induction requirements are verified by program leadership and found to be complete – the candidate is informed of program completion. The credential analyst then completes the clear credential recommendation process for the Commission.

General Education (MS/SS) Clear Credential***Program Design***

The North Orange County Teacher Induction Program (NOC) has a long history of leadership and collaboration within the Buena Park School District, the Fullerton School District, and the La Habra City School District. Fullerton School District employs an induction program coordinator who oversees all three districts' participation. The other districts each have district liaisons who, with the program coordinator, serve all three districts' needs. The leadership team provides an

additional layer of leadership: four support providers and professional development providers who help make program decisions. Interviews with candidates and support providers show a working partnership amongst all members of the NOC Teacher Induction Program.

Communication within the credential program is multifaceted and extends from the consortium's three assistant superintendents of educational services and Fullerton School District's director of educational services to informal focus groups from the participating districts. During interviews, comments from the leadership team, professional development providers, and advisory board confirmed that there were regular meetings with an exchange of suggestions and ideas for program improvement.

The advisory board meets once per year to provide advice. For example, comments from the advisory board indicated discussions were held on a variety of issues including the sharing of biennial report data, mid-year survey data, and professional development possibilities. Interviews from both candidates and support providers confirmed that recent workshops were developed with both input from candidates and areas for growth that were noted in the biennial report. In addition, the induction coordinator consults with other regional programs regarding implementation issues.

The credential analyst and induction coordinators related that teachers are advised from the beginning of their employment of specific eligibility criteria and participation requirements. This advice continues on a formal basis over the course of the two-year program and is recorded on an internal tracking system.

The program also maintains close communication with the local institute of higher education to monitor the transition between preliminary candidates to NOC, especially in relation to the Teaching Performance Expectations and the Teaching Performance Assessment (TPA). This information is important to assess the incoming candidates' needs and to be used by support providers to develop individual coaching support for teachers. If the TPA results are not available, support providers use the CSTP document to initiate self-assessment by the candidate in order to provide a starting place for growth.

All program changes are based on data collected from surveys, conversations, and meetings with the induction leadership team throughout the year. With the introduction of LCAP, the program established a leadership team that contributes to the day-to-day planning, implementation and evaluation for the program. The team meets regularly to discuss feedback from all stakeholders, including workshop evaluations, survey results and anecdotal evidence observed or collected. The availability, accessibility, and support of this team were confirmed in interviews with candidates and support providers.

Course of Study

FACT provides the basic foundation of professional development in the North Orange County induction program and complements district level initiatives. FACT is a structured yet flexible inquiry-based program of formative assessment. It provides opportunities for the candidate to engage in a series of interactive events that blends the teaching knowledge acquired in the preliminary credential program with application and demonstration of pedagogy with their daily performance as a classroom teacher. A trained support provider serves as the cornerstone of intensive individualized support to the candidate during this interactive professional learning experience. Interviews with both the director of educational services and support providers confirmed that the use of FACT is clearly observed in actual classrooms. The superintendent commented that he sees students and teachers engaged in learning in this program.

Candidates are informed of the requirements of the program at the orientation meeting early in the fall. At this meeting, they begin receiving training in the FACT modules and in the use of the program's online portfolio system. It provides an organized way for the candidates to collect and submit evidence of their induction activities. It also provides a way for candidates and induction leadership to monitor their progress through the program. The leadership team reads and responds to all uploads, identifying the status of each document. Candidates enthusiastically commended the program for the quick and helpful feedback they received.

Candidates and support providers begin data-driven dialogues when they examine the *Context for Teaching and Learning* concepts in the FACT system together. A review of portfolio samples verified conversation/reflections around the CSTP and the impact it had on their students learning, as well their own.

In collaboration with their support provider and guidance from the leadership team, candidates assess their practice, gather information, and draft and submit a focus question for the inquiry. During interviews, site administrators and candidates expressed their appreciation for the cycle of inquiry and its impact on student learning. At the conclusion of their course of study, candidates, support providers and professional development providers all confirmed that evidence collected in online portfolios led to discussions about their growth as teachers and plans for continued professional development.

Candidates have a variety of professional development workshops from which to choose, especially as related to each district's goals and students' needs. For example, several workshops designed by the leadership team address English learners, special populations, differentiation, and technology – topics all seen as key growth areas in the latest biennial report. Interviews with professional development providers confirmed that the professional development activities connected to the induction program goals and were further documented in portfolios and induction completion checklists.

All support providers are formally trained and closely monitored by the induction coordinator, the district coordinators, and the leadership team. Completed Individual Induction Plans are monitored by the district coordinators and leadership team to ensure that support providers meet regularly with candidates, provide a variety of services, and complete FACT events according to an advertised timeline. The induction coordinator also monitors attendance of support providers at required meetings to ensure they continue to develop their mentoring skills.

Schedules of induction activities can be found on the induction website and are introduced at the beginning of each year. The schedule indicates that individual meetings are held in December and March to check portfolios for progress. A final portfolio completion check is held in May for each individual teacher. If all documents are complete, credential verification is finalized and the recommendation to the Commission on Teacher Credentialing is submitted. The program coordinator and district liaisons use formative assessment data to retain only those support providers who successfully meet the support provider Memorandum of Understanding (MOU) requirements. This information is shared with site administrators, who report that they play a major role in support provider selection, focusing on matches that are closely connected to content and proximity.

Candidate Competence

Candidates are assessed for program completeness through the use of the Continuum of Teaching Practice. The self-assessment, verification of completion checklists, frequent observations, and the exit interview process, as verified by the leadership team, support providers, and site administrators are also used as evidence of candidate competence.

At the orientation session, candidates and support providers are given an overview of the program and the expectations for completion. Members of the leadership team, candidates, and support providers expressed that creating the induction portfolio demonstrates not only the completion of FACT but also demonstrates that they have met the induction standards. Portfolios are monitored by the support providers and reviewed by the leadership team throughout each year. Upon verification of program completion, candidates meet with the induction coordinator to apply for their clear credential.

As verified in interviews with candidates and support providers, the California Standards for the Teaching Profession and the Continuum of Teaching Practice is employed to document growth over time. Candidates reported that they saw value in the inquiry process and appreciated the efforts of the leadership team in assisting them through the assessment process – both for themselves and their students. The majority of candidates interviewed stated that they were clear about the expectations of the program and its successful completion. Several shared that they saw their own progress through the lens of the students' progress as validation of their own growth as a teacher.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the General Education (MS/SS) induction program.