

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Palos Verdes Peninsula Unified School District**

**Professional Services Division
June 2014**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Palos Verdes Peninsula Unified School District. The report of the team presents the findings based upon review of the institutional Site Visit documentation reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

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

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

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Palos Verdes Peninsula Unified School District

Dates of Visit: April 28-30, 2014

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the site visit documentation; additional supporting documents available during the visit; interviews with candidates, program completers, site administrators, district office personnel, and local school personnel; along with additional information requested from program leadership during the visit. The team believes that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program to determine if the standards were met, met with concerns, or not met. The team found that Common Standards are **Met** with the exception of Common Standard 1: Educational Leadership and Common Standard 3: Resources, which are **Met with Concerns**.

Program Standards

Team members discussed findings and provided input regarding the General Education (Multiple and Single Subject) Induction Program. Following the discussion, the team determined that all of the General Education (MS/SS) Induction Program Standards are **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation; evidence provided at the site; additional information provided by program administration; and interviews with candidates, program completers, site administrators, and other stakeholders. Based on Common and Program standard findings, the team unanimously recommends a decision of **Accreditation**.

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

Advanced Teaching Credentials:
Clear Multiple Subjects
Clear Single Subjects

Staff recommends that:

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

Accreditation Team

Team Lead:

Starla Wierman

Davis Joint Unified School District - Retired

Common Standards Cluster:

Stacey Tisor-Wallace

San Mateo County Office of Education

Advanced/Services Teaching Programs Cluster:

Joanne Jenkins

Etiwanda School District

Staff to the Accreditation Team:

Judy Roberts, State Consultant

Fresno County Office of Education

Documents Reviewed

Common Standards Narrative
Documentation linked to standards
Program Summary
Biennial Report
Early Completion Option applications
Completer portfolios
Mentor Forum Feedback Forms
Early Completion Option applications
Statewide Survey data
Mid-year Survey Results
Mentor Collaborative Assessment Logs

Program Standards Narrative
Preconditions
Preliminary Report of Findings
Biennial Report Response
Participating teacher portfolios
FAS training modules
Workshop/seminar evaluation forms
Early Completion Option criteria
BTSA website
Monitoring excel database
Palos Verdes Peninsula USD website

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	52	25	77
Completers	9	0	9
Institutional Administration (Superintendents, Assistant Superintendents, Chief Business Officer)	16	7	23
Employers (Site Administrators)	14	0	14
Program Coordinator	9	3	12
Support Providers (Mentors)	21	13	34
Faculty (Professional Development Providers, Reflection Readers)	5	5	10
Credential Analysts	3	0	3
Leadership Team Members	5	5	10
Steering Committee Members	5	5	10
Institutions of Higher Education	0	0	0
Total	139	63	202

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

Background Information

Palos Verdes Peninsula Unified School District is located in Palos Verdes Estates, a city in Los Angeles County. The Palos Verdes Peninsula cities include Palos Verdes Estates, Rancho Palos Verdes, Rolling Hills, and Rolling Hills Estates. Palos Verdes Estates, located along the Southern California coastline of the Pacific Ocean, is the oldest of the four cities on the Palos Verdes Peninsula. The city's population, reported by the 2012 United States Census Bureau, is 13,606.

In 1999, the South Bay Consortium Beginning Teacher and Support (BTSA) Induction Program began as a partnership among El Segundo Unified School District, Hermosa Beach City School District, Manhattan Beach Unified School District, Palos Verdes Peninsula Unified School District, and Redondo Beach Unified School District. Manhattan Beach Unified School District was the original Lead Education Agency (LEA). Palos Verdes Peninsula Unified School District became the LEA for the Commission-approved Induction Program in 2005. Wiseburn School District, located in Hawthorne, joined the consortium in 2006. The United States Consensus Bureau states that the 2008-2012 median household income for these communities is: Palos Verdes Estates, \$152,068; Manhattan Beach, \$134,445; Hermosa Beach City, \$100,696; Redondo Beach, \$98,816; El Segundo, \$86,364; and Hawthorne, \$44,906.

Based on the 2012-2013 California Department of Education, Educational Demographics Office (CBEDS), the student population is composed of:

Race/Ethnicity	Palos Verdes Peninsula USD	El Segundo USD	Hermosa Beach City SD	Manhattan Beach USD	Redondo Beach USD	Wiseburn SD
American Indian or Alaska Native	0.1%	0.2%	0.8%	0.0%	0.5%	0.1%
Asian	27.1%	6.9%	3.0%	9.1%	10.7%	2.7%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.2%	0.2%	1.0%	1.0%
Filipino	2.2%	1.3%	0.9%	0.4%	2.5%	1.6%
Hispanic or Latino	8.7%	22.3%	30.4%	11.4%	22.7%	53.3%
Black or African American	2.7%	3.9%	5.3%	2.6%	6.4%	16.4%
White	55.0%	53.9%	54.0%	64.5%	51.0%	13.2%
Two or more races	3.8%	10.8%	5.3%	11.7%	5.2%	4.2%
None reported	0.1%	0.4%	0.2%	0.0%	0.0%	7.4%

The six districts employ 1,718 teachers. Ethnicities represented include:

Race/Ethnicity	Palos Verdes Peninsula USD	El Segundo USD	Hermosa Beach City SD	Manhattan Beach USD	Redondo Beach USD	Wiseburn SD
American Indian or Alaska Native	0.4%	0.0%	1.1%	0.3%	0.8%	0.0%
Asian	7.3%	3.6%	5.3%	6.4%	3.7%	11.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.0%	0.0%	1.2%
Filipino	0.8%	0.7%	2.1%	1.6%	0.5%	1.7%
Hispanic or Latino	4.0%	5.8%	11.6%	6.4%	8.2%	14.5%
Black or African American	1.0%	0.7%	1.1%	0.0%	0.5%	4.0%
White	85.7%	87.6%	77.9%	83.3%	83.4%	86.5%
Two or more races	0.8%	0.0%	1.1%	1.9%	2.6%	0.6%
None reported	0.0%	1.5%	0.0%	0.0%	0.3%	0.6%

According to Ed-data, the proportion of specific languages in the districts is as follows:

Language	Palos Verdes Peninsula USD	El Segundo USD	Hermosa Beach City SD	Manhattan Beach USD	Redondo Beach USD	Wiseburn SD
Spanish	2.7%	3.1%	3.0%	0.3%	3.3%	8.0%
Japanese	1.0%	0.4%	0.3%	0.1%	0.5%	0.2%
Vietnamese	0.7%	0.4%	0.1%	0.1%	0.3%	0.2%
Arabic	0.7%	0.2%	0.1%	0.1%	0.2%	0.1%
Portuguese	0.4%	0.2%	0.1%	0.0%	0.2%	0.1%
All other	0.8%	1.5%	0.1%	0.4%	1.2%	0.5%

Additional data collected from Dataquest and Ed-Data include the following:

District	Total number of Students	Free or reduced-price meals		Academic Performance Index (API) - 2013
Palos Verdes Peninsula USD	11,873	351	3.0%	925
El Segundo USD	3,415	393	11.7%	892
Hermosa Beach City SD	2,667	614	27.1%	937
Manhattan Beach USD	6,716	n/a	n/a	935
Redondo Beach USD	8,967	1,790	20.4%	887
Wiseburn SD	3,673	45	1.0%	869

Education Unit

The South Bay Consortium BTSA Induction Program offers a General Education (MS/SS) Induction program. The program is housed in the Human Resources Department. The Consortium Coordinator is responsible for day-to-day operations of the program. She reports directly to the Assistant Superintendent of Human Resources. The Consortium Coordinator also has access to the Chief Business Officer and the Superintendent, when needed.

The district's vision statement is as follows:

“The Palos Verdes Peninsula Unified School District will continue to develop the whole child to thrive in a globally competitive age and enhance student achievement by providing a dynamic learning community in a rigorous academic environment.”

The South Bay Consortium BTSA Induction Program uses the New Teacher Center Formative Assessment System (FAS). The consortium partners believe that candidates develop into highly competent teachers as a result of their active participation in a research-based comprehensive induction program focused on individualized support and guidance provided by competent mentors.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency Reviewing Programs
General Education (MS/SS) Induction Programs	Advanced	36	101	CTC

The Visit

Palos Verdes Peninsula Unified School District's site visit team consisted of a Team Lead, a Common Standards reviewer, a Program Sampling review team member, and a state consultant. Prior to the visit, team members engaged in a telephone conference to review the completed Common Standards Planning Instrument and Program Standards note-taking guide, as well as, develop preliminary interview questions for the program's constituent group representatives. The site visit began on Monday, April 28, 2014. The team traveled to Manhattan Beach Unified School District where reviewers were greeted by Superintendent Williams and Pat Maricich, the Consortium Coordinator. After the Consortium Coordinator provided an in-depth overview of the program, the team interviewed participating teachers, completers, and mentors from El Segundo Unified School District, Manhattan Beach Unified School District, Redondo Beach Unified School District, Wiseburn School District, and Hermosa Beach City School District. On the following day, the team traveled to Palos Verdes Estates to review documentation and conduct interviews with stakeholders from Palos Verdes Peninsula Unified School District. A mid-visit report was presented to the Consortium Coordinator on Tuesday afternoon. Final consensus was reached on all standards by Tuesday evening. Team members completed the writing of the report on Wednesday, April 30, 2014, followed by the Presentation of Findings which was held at the district office at 3:00 p.m.

There were no unusual circumstances associated with this visit.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

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 South Bay Consortium (SBC) BTSA Induction Program began in 1999, as a collaborative effort to offer Beginning Teacher Support and Assessment to local school districts in the South Bay of Los Angeles, California. Palos Verdes Peninsula Unified School District, as the Lead Education Agency (LEA), and five partner districts share the research-based vision that guides the induction program. Examination of formative assessment materials and interviews conducted with mentors and program leadership verify that candidate's experiences are aligned with California's adopted standards and curriculum frameworks.

Interviews from mentors and program leaders reinforce that program components such as guidance from a trained mentor, an inquiry-based formative assessment system based on the *California Standards for the Teaching Profession*, aligned with the California K-12 academic content standards and frameworks, and targeted professional development experiences support the successful transition of the candidates from preliminary teacher preparation programs to employment as teachers of record.

Program leaders and experienced mentors, referred to as Reflection Readers, are members of the South Bay Consortium Leadership Team. Their primary role is to assess the quality and completeness of candidate formative assessment work and reflection responses and to provide feedback to candidates. Discussions with members of the Leadership Team and Consortium Coordinator verify that identification of trends in candidates' areas of strength and areas for growth lead to substantive adjustments in training for mentors and candidates.

The South Bay Consortium BTSA Induction Program Steering Committee, composed of the Consortium Coordinator and an administrative representative from each partner district, meets four times each year. The Steering Committee members consider their role as being an oversight committee, responsible for maintaining and monitoring the program vision throughout the candidate experience, as well as regularly monitoring the program implementation within their respective districts. Interviews with the Steering Committee and the Consortium Coordinator, as

well as the review of Biennial Reports indicate that program improvements or adjustments are made based on analysis of program evaluation data and participant feedback.

The Consortium Coordinator represents the needs of the program to the Steering Committee, site administrators, and district level management teams. Loyola Marymount University is the original Institution of Higher Education partner with the program and continues to provide Continuing Education units to candidates. The coordinator confirms that collaboration with several local universities also exists. Interviews with the Consortium Coordinator and members of the Leadership Team verify that information is shared about Teacher Performance Assessment results and university coursework that supports the transition of candidates to induction.

Unit leadership, which consists of the coordinator, the Superintendent, Assistant Superintendent of Human Resources, and Chief Business Officer of the Local Education Agency, grants the authority to develop and coordinate the program. The amount of coordination time allocated by the unit fluctuates from year to year. While the coordinator has the authority and skills necessary to operate an effective program, interviews and review of evidence indicate that 2013-2014 program implementation was delayed. Although program timelines were modified, candidate support is impacted.

Once candidates are enrolled in the South Bay Consortium BTSA Induction Program, they are advised about the requirements for program completion. Examination of the orientation materials and program website verify that program expectations for completion are clear. The coordinator utilizes a spreadsheet to monitor the candidate's progress towards completion by recording submission of the program application, completion of evaluation feedback, attendance at orientation and seminars, completion of the formative assessment activities, and candidate written reflections. During interviews, the Reflection Readers explained the process for determining that candidates have fulfilled the proficiencies determined by the program standards. Once all program requirements are met, candidates are recommended for the clear credential by the program leadership.

Rationale

The standard requires that unit leadership has “institutional support needed to create effective strategies to achieve the needs of all programs...” The coordinator was directed to delay the start of the program this year. Interviews with mentors, candidates, and principals confirm that program implementation was delayed. Program orientation activities started September 30, 2013, more than a month after the start of the school year. Interviews and orientation feedback forms reveal that timely matches between candidates and mentors were inconsistent which impacted the services provided to candidates.

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

Review of program documents and interviews with unit leadership indicate that the South Bay Consortium has an assessment and evaluation system for ongoing program and unit evaluation and improvement. Interviews with candidates, completers, mentors, and site administrators verify that they have multiple opportunities to evaluate program effectiveness. Evaluations are completed after each program event and professional development training or seminar. Candidates and mentors provide feedback to the program through a mid-year survey and the annual state survey. Principals verify that they have opportunities to provide feedback to the program through informal communication with the Consortium Coordinator and through the state survey. Examination of the Biennial Reports indicates that program evaluation data are analyzed and used to plan program improvement. The Steering Committee provides oversight of the evaluation results and contributes to the resulting program adjustment plans.

The program leaders collect, analyze, and utilize data on candidate and program completer performance. Candidates and mentors report that completed formative assessment portfolios and end-of-unit reflections are submitted to the program for assessment. Trained and calibrated Reflection Readers review the documents for completeness and quality. A four-point rubric is used to determine that the candidate has met the proficiencies established by the induction program standards, and targeted feedback is provided to the candidates and their mentors. The Leadership Team and the Program Coordinator analyze the results from the candidate submissions and identify trends and participant needs. Interviews with the program leader, Steering Committee members, and Leadership Team verify that results are used to inform professional development needs of candidates and mentors.

Program leaders share that at the end of the year, results from event evaluations, candidate assessments, mid-year and state surveys are used to set program goals for the following year. The mid-year survey is adjusted each year to align with program goals in order to determine the impact of program changes.

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

Due to discussions amongst partnering districts related to the impact of the new funding formula on the program, Palos Verdes Peninsula USD did not allocate funds to the South Bay Consortium prior to the start of the 2013-2014 school year resulting in delayed implementation of the induction program. Through interviews with various stakeholder groups, the impact of the delayed implementation affected various aspects of the program such as, candidate/mentor matches, program orientations, and timelines for program completion requirements.

The budget for the South Bay Consortium is established based on the number of candidates enrolled in the program. All eligible candidates are admitted to the program. The amount of time allocated to support coordination of the program fluctuates. Clerical support is not available.

Examination of professional resumes and completed mentor applications support the standards narrative document that qualified personnel are in place for consortium leadership, mentors, and professional development providers. Examination of the current budget reveals monetary support for mentor stipends, formative assessment and training materials, facilities for program events, and professional development activities for program stakeholders. Expenses related to ongoing program evaluation and annual improvement plans are also included in the program budget.

The LEA provides office space, furniture, telephones, and technology for the program, as well as rooms for program meetings and professional development without charge. Member districts also support program implementation by providing administrative leadership and representation on the Steering Committee as well as rooms for program meetings and professional development.

Rationale

Although the institution provides qualified personnel and adequate facilities, the team was unable to find evidence that sufficient resources are consistently allocated for effective coordination of the credential program resulting in decreased services to program participants.

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

Findings

The South Bay Consortium has a mixed model of mentor support, meaning that most mentors are full-time classroom teachers, partial or full-time release personnel, and retirees. Each district in the consortium selects its own mentors using criteria established by the program.

Each year, districts distribute the Mentor Coach Application along with the roles and responsibilities established by the program. Mentors must reapply each year. Each member district has established an interview system of its applicants and selects only qualified mentors to serve their candidates. Administrators often nudge the most qualified staff members to become mentors. Based on interviews of district leaders, the mentors are a diverse group and represent the demographics of the districts.

Site and district administrators understand the importance of the match between the mentor and the candidate. During interviews, administrators state that knowledge of the *California Standards for Teaching Profession*, a passion for teaching, a schedule that allows adequate time, and effective teaching strategies, are the most important characteristics for a mentor.

The mentor application and program selection criteria require that mentors have knowledge of beginning teacher development. Knowledge and understanding of Common Core State Standards is cited as a desirable attribute by principals. Mentors must be willing to meet and work with candidates at least four hours a month and engage the candidates in the formative assessment process. Additionally, mentors must demonstrate a commitment to life-long learning.

Through required attendance at professional development, the consortium ensures that all mentors are qualified to offer support to each candidate. Year 1 mentors attend intensive initial trainings around coaching and formative assessment system processes, while year 2 mentors attend trainings around equity, working with special populations, and working with English language learners. Advance mentors attend consortium-developed trainings three times a year. These forums contain information about advanced coaching, program improvement, and other current educational information such as, working with special populations and English learners.

Review of the attendance excel sheet, calendars, and information gathered from interviews confirms that the South Bay Consortium provides professional development for all mentors.

During interviews, mentors share that collaboration happens within each forum. Mentors also collaborate outside the forums around implementing tools and best practices. Mentors do not hesitate to collaborate with other staff members when supporting new teachers.

Program leaders, Steering Committee members, and site administrators believe that they have the correct people in place as mentors. The coordinator pointed out that the hiring and retaining of mentors is up to the district. The coordinator makes recommendations to the districts about retention and the districts support these recommendations.

Professional development providers are evaluated after each forum using a feedback form. During the interview, the coordinator of the program indicated that feedback is shared personally with the professional development provider.

The Program Coordinator of the South Bay Consortium receives on-going professional development through the Induction cluster as well as the New Teacher Center Formative Assessment System Leadership 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 population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

In the South Bay Consortium Induction Program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Candidate are required to hold the appropriate preliminary multiple and/or single subject credentials to be admitted to the program.

Partner district credential analysts indicate that they work with the unit to identify eligible candidates. Once a member district identifies an eligible candidate, the district provides the candidate with an induction enrollment packet that includes an application to the program. The candidate completes the application and submits it to the Palos Verdes Peninsula's program office. The Program Coordinator makes contact with the potential candidate and invites the candidate to an orientation.

Since all eligible candidates have completed a preliminary teacher preparation program prior to admittance, they have already been determined to have appropriate "pre-professional experiences and personal characteristics."

Interviews with credential analysts indicate that districts throughout the consortium utilize EdJoin and district websites to recruit candidates. Interviews with Superintendents and Assistant Superintendents state, however, that it is not unusual for hundreds of applicants to apply for one job opening. As a result, the hiring pool reflects a diverse population. Districts strive to hire teachers from diverse backgrounds who are sensitive to California's diverse populations.

Standard 6: Advice and Assistance

Met

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

Findings

At the time of hire, Human Resource staff advises candidates about credential requirements and induction program enrollment. The coordinator of the program is available to advise candidates and mentors about the program and the progress of the candidate. Candidates indicate that they seek advice and assistance from their mentors and that the coordinator is also readily available to offer advice and assistance. During interviews, one mentor stated, "The coordinator is always available to answer questions and makes me feel like I am the most important person in the program."

Calendars and professional development feedback forms indicate that all candidates must attend an orientation at the beginning of the school year. The orientation meeting, led by the coordinator, includes information about credential completion requirements, eligibility, and Induction program activities. The coordinator provides additional one-on-one orientation meetings for late hires.

The review of the completion checklist and the spreadsheet confirmed that it is used to monitor the progress of candidate program completion. Interviews with the Reflection Readers and mentors verify that the coordinator charts the candidate's progress in completing the program throughout the year. Only candidates who have fulfilled all requirements are recommended for a clear credential.

If a candidate is making insufficient progress, the Consortium Coordinator meets with the candidate, and mentor, if necessary, to develop a support plan to ensure that the candidate will progress through the program at an appropriate pace. During interviews, site administrators confirm that they have been informed when a candidate is not making sufficient progress. Mentors and reflective readers indicate that information gathered from portfolios is used by the coordinator to monitor candidate progress and guide advisement and assistance.

Standard 7: Field Experience and Clinical Practice

Met

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

Findings

The South Bay Consortium provides a structured, comprehensive induction program for candidates evidenced through the year 1 and year 2 Scope and Sequence documents. Through the induction program, mentors guide candidates through a planned series of professional development experiences using the New Teacher Center Formative Assessment System (FAS). Through FAS, candidates demonstrate the pedagogical skills and teaching practices that support and advance the learning of all students (English learners, special populations, struggling and high achieving, etc.) in order to meet the state-adopted academic standards.

The program orientation informs candidates about program requirements and introduces the candidate to the formative assessment process. The program website is accessible to all participants and serves as a useful resource.

The program does not select the site where the field work takes place. The site is based on the place of employment. Interviews from various stakeholder groups indicate that policies and procedures are in place to ensure that candidates are placed in settings conducive to meeting the credential requirements.

Review of documents show that candidates have numerous opportunities to further their understanding issues of diversity. For example, as mentors guide candidates through the formative assessment system, candidates have multiple opportunities to plan, teach, reflect, and apply research-based strategies to improve access to the academic state standards for diverse learners. Candidates study and differentiate instruction for two case study students per year. These students represent learners who present pedagogical challenges or may have difficulty accessing the core curriculum, such as struggling, high achieving/gifted, English language learners, and students with special needs.

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

Standard 9: Assessment of Candidate Competence

Met

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

Findings

The review of candidate portfolios confirms that candidates demonstrate the knowledge and skills needed to support all students in being successful in meeting state-adopted standards. Interviews with candidates indicate that they are guided in a collaborative manner through the formative assessment process. Candidates also identify their mentor as being the most important part of the program.

Year 1 candidates experience three units of study: *Assessing and Understanding Context for Teaching and Learning; Setting, Working on, and Attaining Professional Goals*; and *Developing and Working on a Technology Inquiry Question through an Inquiry Action Plan*. Year 2 candidates experience two units of study: *Fall Inquiry* and *Spring Inquiry*. Each unit focuses on equity and universal access through an inquiry question.

Document review confirms that candidates select and follow two case study students. In year 1, candidates select two students who present pedagogical challenges; in year 2, candidates select two students (English learner and special populations) who have challenges accessing the core curriculum and analyze their work to better understand and plan for individual needs. Candidates gather information about their students and families, pre-assess skills, plan instruction based on student needs, and analyze resulting student work.

Interviews and document review indicate that candidates complete *Universal Access, Technology Inquiry Action Plan* and *Fall Inquiry* end-of-unit reflections, demonstrating student and teacher growth. Calibrated Reflection Readers, using the Individual Learning Plan Reflection Rubric, evaluate each end-of-unit reflection. Both year 1 and year 2 candidates present their findings from the last inquiry of the year at the colloquium. Feedback on their growth related to the *California Standards for the Teaching Profession* is provided.

Reflection Readers, who have been calibrated by program leaders, assess the written reflections and formative assessment tools. Reflection Readers provide feedback to candidates and their mentors on their reflections. Candidates have the opportunity to add additional information to their reflections and resubmit for review, if needed. Steering Committee members and site administrators indicate that the coordinator of the program works with the candidate, mentor, and, if needed, site administrators to ensure that candidates are making adequate progress.

The process of recommending candidates for a clear credential include completion of the formative assessment processes, professional development, candidate growth over time, and demonstration of pedagogical and universal access practices.

Program Reports

General Education (Multiple Subject/Single Subject) Induction Program Palos Verdes Peninsula Unified School District

Program Design

The South Bay Consortium (SBC) BTSA Induction Program is led by Palos Verdes Peninsula Unified School District and partners with five member districts: El Segundo Unified School District, Hermosa Beach City School District, Manhattan Beach Unified School District, Redondo Beach Unified School District, and Wiseburn School District. The consortium is led by a coordinator, employed by the local educational agency (LEA), who reports directly to the Assistant Superintendent of Human Resources. The Steering Committee composed of one district-level administrator from each member district, a university representative, and the coordinator, provides leadership to the program around budget and policy. In addition, the Leadership Team provides feedback on program implementation and candidate competence.

Communication within the credential program occurs through a collaborative approach with preliminary teacher preparation programs and other P-12 organizations. The program utilizes the information received from members of institutions of higher education to guide program alignment. Additionally, the coordinator attends teacher preparation program panel discussions.

In order to ensure appropriate implementation, communication within the program occurs on many levels. The coordinator communicates with stakeholders through ongoing emails, newsletters, after school seminars, and presentations to management and Boards of Education. The coordinator also regularly communicates with each member district office of human resources and/or instructional services to ensure coordination of new teacher eligibility, support structures, and alignment with local priorities. The coordinator is the primary purveyor of information to other key district administrators, including district Superintendents.

Mentors attend training and collaborative sessions throughout the year in order to receive specific professional development and information about program requirements. At these trainings, mentors provide feedback through collaborative logs. Candidates meet at after school seminars where they collaborate with colleagues, participate in activities focused on pertinent content, and receive information regarding program completion requirements.

The coordinator works closely with the Steering Committee members and stakeholders within each district to ensure a high quality implementation of the program. The *California Standards for the Teaching Profession* (CSTP) are the foundational components of the participating teacher's goals and professional development. The New Teacher Center (NTC) Formative Assessment System (FAS) is used to guide the development of the candidate's pedagogical skills and reflections on practice. The structure of coursework and field experiences exists as a two-year program of inquiry in which mentors provide individualized "educative mentoring" to their candidates in a job-embedded approach that leads to the California clear credential.

Stakeholders provide ongoing feedback through a variety of local program surveys, as well as through the annual BTSA State Survey, emails, phone calls, and informal anecdotal feedback to the coordinator and district liaisons. The coordinator informally seeks feedback through face-to-face conversations with Steering Committee members, Leadership Team, program mentors, and candidates. Steering Committee members share that their role is to understand the “Big Picture” of the program and to guide its effectiveness through analysis of retention data, candidate portfolios, and program surveys. During Steering Committee meetings, feedback is elicited in order to further support the program and partner district relationships. Overall, stakeholders expressed appreciation for the program’s willingness to receive feedback. Interviews indicated that the program’s receptiveness to feedback is evident in the fact that stakeholders feel valued and see evidence of their feedback with program updates.

Course of Study

To guide the candidates’ attainment of all program requirements, an orientation is held at the beginning of the year for candidates and their mentors in various locations. The orientation presentation provides documentation that candidates are advised about program roles and responsibilities and are supplied with program materials during the orientation. Mentors guide candidates through the two-year formative assessment process. Candidates select a focus class and specific academic content area in which to focus their formative assessment work.

Candidates experience three annual units of study to support and foster candidate growth related to the *California Standards for the Teaching Profession*. The units of study are: Unit 1, *Assess and Understand Learning Context*; Unit 2, *Setting Professional Goals*; and Unit 3, *Inquiry Action Plan*. Mentors document ongoing candidate growth in these standards using the Formative Assessment System (FAS) tools throughout each unit. Program stakeholders express appreciation for the effectiveness of the FAS system. The FAS system supports a collaborative inquiry process and fosters reflection and improvement of the beginning teacher’s practice throughout the two-year program. Candidates express the effectiveness of the program’s “Professional Choice Board” in its support of their inquiries to inform their knowledge base in order to deepen the inquiry approach.

Stakeholder interviews confirm that program effectiveness and coordination through equitable access and equal expectations exists for all candidates. All participating district candidates experience an orientation and understanding of requirements throughout the process. Consistency among program leadership and mentor staffing also contributes to program effectiveness. Mentors commented that they understand the program and appreciate and enjoy the work they are doing.

Candidates collaborate with their mentors using the formative assessment processes to support them in establishing and maintaining well-managed, safe and inclusive classrooms that foster students’ physical, cognitive, emotional, and social well-being. Over the two-year program, candidates demonstrate that they teach the full range of learners by selecting case study students who represent challenges with English language, special populations, and equity. Through ongoing assessment and analysis of student learning, candidates are able to analyze and plan instruction to meet the needs of all learners, as evidenced through FAS documentation.

Based on self-assessment, candidates select and complete self-identified and self-directed professional development that supports their individual professional goals and inquiry action questions. Candidate interviews reveal that mentors assist them in selecting appropriate strategies, approaches, and resources for implementation in these critical areas. Evidence is documented and reviewed in candidate portfolios.

During the two-year program, mentors provide individualized “educative mentoring” to their candidates. Mentors receive initial and ongoing professional development in order to develop effective mentoring skills and formative assessment practices. Candidates are matched to mentors based on multiple factors. Candidate interviews indicate their appreciation of the matches when based on site, grade level, and content area. Overall, program stakeholders find that program processes and district guided placements are effective.

The Program Coordinator supports candidate supervision and advisement through multiple avenues. Interviews reveal that the program leader meets with candidates for advisement at the beginning of the year, as well as during the afterschool reflection seminars on each unit of formative assessment. Candidates collaborate with their mentors to develop an Individualized Learning Plan, which identifies professional goals for each of the six CSTP, and research activities supporting their professional growth related to those goals. During interviews, site administrators confirm that candidates are encouraged to incorporate district and/or site-specific goals into their Individualized Learning Plan as they align their work to the focus CSTPs. Candidates appreciate and value mentors’ knowledge and experience.

Candidate Competence

Candidates’ progress is monitored throughout the year by the mentor, the coordinator, and the Reflection Readers. Candidates are informed of how they will be assessed during the orientation at the beginning of their program. Candidates are assessed regularly and over time to measure growth. Candidate proficiency is determined by the submission of completed formative assessment and end-of-unit reflections. Unit reflections are reviewed by the Reflection Readers to verify that candidates have met the competencies outlined in induction Standards 5 and 6, as well as Program Standard 4, Formative Assessment. Reflections are scored on a 4-point rubric system. Candidates must receive a score of three or four to be found “complete.” Candidates receive feedback informing them of the results of each assessment and a copy of the “scored” rubric. Candidates scoring below the requirement, have the opportunity to revise their reflection by adding more information and resubmitting for additional review.

Additionally, candidate’s teaching practice is assessed using the *Continuum of Teaching Practice* (CTP), which is based on the *California Standards for the Teaching Profession*. Dated entries on the CTP in candidate portfolios demonstrate that the candidates and mentors collaboratively assess both in the fall and spring. Candidates participate in a colloquium to celebrate their professional learning and progress towards credential completion. At the colloquium, candidates share their growth and findings on the final unit reflection with fellow candidates and other stakeholders. The audience is asked to provide feedback to the candidate regarding growth. Interviews with candidates and mentors provide consistent evidence that candidates are knowledgeable of the program requirements and receive ongoing support.

Candidates are recommended for a clear credential after they have met all program requirements. At that point, candidates make an appointment with the coordinator to complete an application for the California clear credential.

Findings on Standards:

After review of the institutional report and supporting documentation; and after conducting interviews with candidates, graduates, mentors, district office personnel, and employers, the team determined that all program standards are fully **Met**.