

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Compton Unified School District  
April 2014**

**Overview of This Report**

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

**Dates of Visit:** March 25-27, 2014

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with district and site administrators, professional development providers, candidates, completers, support providers, 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 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 and determined whether the standard was met, not met, or met with concerns. The site visit team found that the Common Standards are **Met** except for *Common Standard 2: Unit and Program Assessment and Evaluation* which is **Met with Concerns**.

Program Standards –

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

Overall Recommendation –

The team completed a thorough review of program documents, program data, FACT portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, credential analyst, support providers, participating teachers, and completers. Due to the finding that all Common Standards are **Met** except Common Standard 2 which is **Met with Concerns**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**. The team also recommends that Compton Unified School District be required to submit documentation describing its comprehensive unit assessment system in a 7<sup>th</sup> Year Report due by June 30, 2015.

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

**Advanced Teaching Credentials**  
General Education (Multiple and Single Subject) Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Compton USD be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Compton USD 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**

<b>Team Leader:</b>	<b>Barbara Libolt</b> Riverside Unified School District
<b>Common Standards</b>	<b>Kafi Payne</b> Oakland Unified School District
<b>Advanced Programs</b>	<b>Stella Padron-Duarte</b> Selma Unified School District
<b>Staff to the Visit</b>	Teri Clark, Director

**Documents Reviewed**

Common Standards Narrative	Program Summary
Biennial Reports	Candidate Files
Biennial Report Feedback	Advisement Documents
Program Narrative	Formative Assessment Expectations
Program Assessment Feedback	Participating Teacher Handbook
Professional Development Calendar	Mid-Year Survey Results
Job Descriptions	Monthly Follow-up Survey Results
Support Provider job description	Support Provider Selection Criteria
Participating Teacher Completion Timeline	
State Survey Results	

<b>Interviews Conducted</b>	
Candidates	12
Completers	5
Site Administrators	16
District Administration	8
Program Coordinator	1
Support Providers	12
Professional Development Providers	7
Credential Analysts	2
Advisory Board Members	9
IHE Partners	1
<b>TOTAL</b>	<b>73</b>

*Note: In some cases, individuals were interviewed by more than once because of multiple roles with the program. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Background information**

Compton Unified School District (CUSD) has 24,710 students (79% Hispanic and 20% African-American) and operates 22 elementary schools, eight middle schools, three alternative schools, and three comprehensive high schools. The CUSD Beginning Teachers Support and Assessment (BTSA) Induction program’s vision, “To empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative, and accountable for the achievement of all students”, is based on research.

### **Education Unit**

The CUSD BTSA Induction program is housed at Tibby Elementary and supported by the Department of Educational Services, under the supervision of the Assistant Superintendent of Educational Services.

The **Vision** of the CUSD BTSA Induction Program is to build upon the teacher preparation program of participating teachers to build habits of mind for effective teaching practices and to develop life-long learners. Ultimately, the CUSD BTSA Induction Program strives to retain teachers in the teaching profession and achieve educational equity.

**Mission Statement:** The CUSD BTSA Induction Program mission is to provide our students with teachers who reflect on their practice, collaborate with others, and seek opportunities to grow professionally. Teachers are supported while establishing and providing a safe, inclusive, and equitable learning environment that will enable all students to meet and exceed content standards.

In a time of great diversity and cultural awareness, school districts, through an induction program, are responsible for developing committed and culturally responsive educators to meet the demands of the classroom and to ensure equity for student learning. In doing so, the CUSD BTSA Induction Program provides opportunities for the participating teacher to demonstrate growth and improvement in the *California Standards for Teaching Profession*, state-adopted

content standards, Induction Standards, and their pedagogical skills through participation in our formative assessment system.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Program Level</b>	<b>Number of Program Completers (2012-13)</b>	<b>Number of Candidates Enrolled or Admitted (13-14)</b>
General Education Induction	Advanced	27	14

### **The Visit**

The visit began at noon on Tuesday, March 25 and concluded on Thursday, March 27. The site visit was held at the Compton Unified School District Office. The three person team interviewed stakeholders on Tuesday afternoon and all day Wednesday. There were no unusual circumstances during this 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 requirements.

### Findings

The Compton Unified School District (CUSD) Beginning Teacher Support and Assessment (BTSA) Induction program's vision, "To empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative, and accountable for the achievement of all students", is based on research. Participating teachers transition into the profession by engaging in formative assessment, networking with colleagues, observing experienced teachers, and self-assessing their instructional practice against criteria aligned to the *California Standards for the Teaching Profession*, the state content standards and frameworks, and the Common Core State Standards. As stated by a second year participant, "This program has truly expanded on the work of my pre-service program: it has pushed me to be a stronger teacher for the sake of the students I serve."

The program's vision is broad enough to encompass the range of participants' experience, from admission through the recommendation for their clear credential. This vision also provides direction for the program's formative assessment activities, which drives the candidates' induction experience and professional development opportunities. A wide array of timely professional development, in alignment with induction program standards, is available to participants, with an emphasis on the effective classroom implementation of knowledge gained from such professional development offerings. Additionally, alignment with university partners, in particular CUSD's neighbor, California State University Dominguez Hills, is a key partnership in improving teaching.

The Assistant Superintendent of Educational Services, the Administrator of Elementary Curriculum and Instruction who supervises the CUSD induction program, the Director of Elementary Curriculum and Instruction, the BTSA Specialist, the Human Resources Coordinator, the Credential Supervisor, the Director of Accountability and Instruction, English Learner Services, a support provider and a program completer combine to provide district governance and support to the induction program as members of the Advisory Board. As an additional member of the board, a representative from an Institute of Higher Learning (IHE) provides information on teacher preparation programs as requested. The Advisory Board discusses a variety of issues including participant performance, student achievement levels, induction-related legislation, induction requirements, and professional development offerings.

The program utilizes a comprehensive assessment model of candidate completion to ensure that participating teachers have met all requirements for the recommendation of their clear credential. As one completer stated, "The thoroughness of the entire two year process increased my

awareness of how I was indeed meeting the requirements of Induction Program Standards 5 and 6.”

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

**Met with Concerns**

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

### **Findings**

The CUSD BTSA Induction Program gathers information, both formally and informally, from a variety of sources. These data reflect information on the current year’s program design and implementation.

Program leadership has shared those data from the formal and informal sources will be analyzed at upcoming Advisory Board meetings, and a data-based program improvement plan will then be generated and shared with all stakeholders in order to drive program improvement.

In interviews, professional development providers noted how feedback from their sessions with participants was then used to drive the development of future professional development sessions. Site administrators, support providers, and participating teachers all noted in their interviews that they believe their voices are heard. The team was unable to find, however, a comprehensive system for collecting such data and analyzing it for ongoing program improvement.

Overall, the team was unable to locate evidence that documented the use of assessment and unit evaluation data for ongoing program improvement. The program demonstrated the collection of data in regard to candidate qualifications, proficiencies, and competence, but was unable to provide evidence of how such data are used for data-driven decision making.

### *Rationale*

The standard requires a comprehensive system that regularly gathers information about all aspects of program quality from all stakeholders. The data must be analyzed regularly and then decisions about program improvement need to be based on the analysis of the data. The CUSD Induction Program collects data from a variety of sources, but the analysis of the data is quite limited, not systematic and not documented. There are only a few examples of how the analysis of the data has driven program improvement. The unit assessment system needs to be fully developed, documented, and implemented.

### 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 resource needs.

#### Findings

CUSD sponsors a single induction program that is sufficiently resourced to allow implementation of an effective program design, including qualified personnel, facilities, materials, professional development opportunities, and other resources.

A district financial analyst provides guidance and oversight of budget management while the Assistant Superintendent of Educational Services, Administrator of Elementary Curriculum and Instruction and the BTSA Specialist meet regularly to discuss budgets, program management, and implementation activities as well as funding for other expenditures on an as-needed basis.

The program prioritizes program needs and allocates funds prior to the start of July 1<sup>st</sup> each year to ensure that all participating teachers receive high-quality support and mentoring in alignment with the Induction Program Standards. One second year candidate noted, “The program is so well-staffed. My inquiries are answered before the end of the day, which greatly relieves my stress level.”

### 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 Administrator of Curriculum and Instruction and the BTSA Specialist, are veteran educators with a wealth of knowledge and experience in teaching and learning. They are committed to ongoing professional learning in the adequate supervision of a quality induction program. The Directors and Administrators of Curriculum and Instruction, professional development providers (specialists) and support providers provide quality professional learning for CUSD’s participating teachers based on current research in the content they teach. Currently, there is a strong focus on the four core instructional shifts with Common Core as well as increased support for English learners.



Program leaders and professional development providers are primarily central office educators with specialized content expertise in areas such as math, English/language arts, special education, and teaching English learners. They reflect racial, cultural, and linguistic diversity as well as knowledge about issues of equity, diversity, and inclusion. They additionally possess a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

Made clear throughout the visit was CUSD’s commitment to provide support for the ongoing professional development of program leaders and professional development providers. Regularly participating in learning opportunities - particularly for those new to their leadership role - is a key priority for district leadership. Such learning opportunities include, but are not limited to, induction cluster meetings, Violet Cohort meetings, IHE collaborative meetings, and the Induction New Director Academy. Central office specialists who serve as professional development providers and induction program leadership are encouraged and supported in attending professional development, within and beyond the district, to support their practice.

Participants in professional development regularly evaluate professional development providers; this information is then shared with the provider to ensure consistently effective professional development for teachers.

Participating teachers in the program consistently named the availability, flexibility, knowledge and support of program leaders and support providers in helping them to learn and develop as beginning teachers. Principals were thankful for the constant communication about their beginning teachers so that they could more consistently and effectively support the learning that takes place between participating teacher and support provider. One principal stated, “They (program leadership) ask for our input and I feel like that input is valued and acknowledged.”

**Standard 5: Admission**

**Standard Met**

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

Compton Unified School District admits all eligible teachers into its Commission-approved induction program. Eligibility requires teachers to be employed as a teacher of record by CUSD and hold a preliminary teaching credential. Eligible teachers complete an application that is submitted to the credential technician. Once the application is processed, the teacher receives confirmation of enrollment and an invitation to the CUSD BTSA Induction Orientation. The Human Resources (HR) department uses a database system to maintain all new teacher records, including the documentation from the Formative Assessment of California Teachers (FACT) process and completion.

In addition, CUSD works to ensure that teachers selected to work in their school district are from diverse backgrounds. The district attends and recruits at local, national, and international

conferences designed specifically to meet the diverse needs of their student population. The Director of HR reports that the induction program is a recruitment incentive for the district. Review of the new teacher demographic data clearly shows the diverse backgrounds and populations of their new teachers. The percentage break-down of current participants shows that 53% are African American and 20% are Hispanic.

## **Standard 6: Advice and Assistance**

## **Standard Met**

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

### **Findings**

CUSD's participating teachers are advised by knowledgeable program leaders and Human Resources personnel who are also available to assist each candidate at any point throughout the year. Upon hiring, Human Resources (HR) staff determines if teachers are eligible for participation in the induction program. Once that has been ascertained through the confirmation of possession of a preliminary multiple or single subject credential and employment with CUSD, the HR staff has the newly hired teacher complete a BTSA application, which is then forwarded to the BTSA Specialist. The HR staff additionally informs potential participants of the requirements of the program and their responsibilities.

As soon as the BTSA Specialist receives the completed BTSA application, she invites the teacher to attend a program orientation. That orientation provides further information about the credentialing requirements that must be met in order to be recommended for a clear credential, the support provider assignment process, and professional development opportunities. The BTSA Specialist also checks the credential of each participating teacher to ensure their correct placement in the program.

As part of quarterly professional development sessions conducted by the BTSA Specialist, participating teachers receive information about their progress as well as upcoming credential work they will complete with their support provider. These quarterly meetings serve to inform, train, and monitor the formative assessment activities that participating teachers complete. Additionally, participating teachers submit their portfolios for twice-yearly portfolio checks by the specialist. These individual checks allow the BTSA Specialist to monitor not only the evidence of participants' progress, but also provide a powerful forum for feedback to participants on the evidence of their teaching practice and continued professional growth.

The induction program staff is available to advise candidates by phone, email, and in person at any time throughout the year. The program has an "open door" policy which allows teachers to drop in at their convenience for additional advice and assistance. Participating teachers also receive individualized support and advice from their assigned support providers when they meet to collaborate on the formative assessment activities and implementation of the Common Core State Standards.

Participating teachers lauded the program’s design, including the organization of materials, timeliness of assistance by program leaders, level of nurturing support, and the high level of accountability to which participating teachers are held. This program design, along with the consistent utilization of the formative assessment system, FACT, results in a wealth of evidence regarding the progress and performance of participating teachers in the program.

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

**Standard Met**

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

### **Findings**

The program implements the FACT formative assessment system in a way that authentically supports the growth and development of participating teachers. Through their teachers’ participation in the induction program, principals interviewed were able to consistently see growth over time in their participating teachers. Program leadership regularly engages with principals regarding support for participating teachers through individual meetings as well as time during principal meetings.

Through the formative assessment system, candidates are continuously asked to plan, teach, reflect, and apply knowledge and skills learned through inquiry. From both teachers and principals, there was an overall sense that participating teachers in the induction program, through work with their support provider, were both nurtured as well as held to a high level of accountability in regard to supporting all students to meet academic standards. Planning and reflection were named by participating teachers and principals as a key lever in the program for teacher growth and development. Reflecting on the impact of the program, one principal stated that program leaders “focus on research-based best practices in their professional development with our teachers, and we see that in our classroom observations.”

Collaboration—both formal and informal is clearly part of CUSD’s culture. Whether choosing and matching support providers or monitoring the ongoing progress of candidates, program leaders reach out regularly to principals, support providers, and participating teachers. Central office content specialists are also contacted on a regular basis to offer additional support as areas of need of participating teachers are identified.

Because of the significant diversity of CUSD, a great deal of importance is given to understanding and addressing issues of diversity that affect school climate, teaching and learning. Principals in particular talked about the importance of selecting support providers that are knowledgeable about the local context in general as well as the unique needs of the school sites. Both principals and participating teachers expressed gratitude about having support providers that are able to speak to the diverse needs of their students and schools. One first year participating teacher said, “My support provider has been in Compton for over 30 years. She

knows students, families, the community, and the district. She offers a lot of resources, is always available and really responsive.”

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

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.

Not Applicable since only a Tier II program is offered

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

**Standard Met**

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

### **Findings**

The CUSD Induction Program uses the Formative Assessment for California Teachers (FACT) system which allows participating teachers the opportunity to demonstrate the skills necessary to educate and support all students in meeting the state-adopted standards. The program provides a clear process for examining and assessing the application of the *California Standards of the Teaching Profession* and the required components of the Induction Standards. Participating teachers use the *Continuum of Teaching Practice (CTP)* as a tool to assess, reflect, and document growth in the understanding of the standards and their own instructional practices. Interviews with program graduates and current participating teachers confirm that the process allows for and supports the opportunity for reflection and modification in their teaching. The participants also understand that they are held accountable to provide services to students based on each student’s individual needs.

The program provides participating teachers with a clear timeline of formative assessment activities, a calendar of scheduled meetings, and multiple opportunities for advisement and assistance in order to support the participating teacher to successfully meet the Commission-adopted competency requirements, as specified in the program standards. The program has developed a structured process of advice and assistance to monitor progress and verify program completion. Participating teachers complete a portfolio that provides evidence of application and implementation of effective instructional practices. The team reviewed recent program completer portfolios, confirming that both the participating teacher and the support provider understand and comply with the program completion requirements. Only those participants who complete all requirements and demonstrate growth in the CSTP are recommended for a clear teaching credential.

# Program Standards

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

### ***Program Design***

The CUSD Induction Program mission is to provide its students with teachers who reflect on their practice, collaborate with others, and seek opportunities to grow professionally. Teachers are supported in establishing and providing a safe, inclusive, and equitable learning environment that will enable all students to meet and exceed content standards.

The program design allows for effective and efficient communication across stakeholder groups. The Assistant Superintendent of Educational Services and the Administrator of Elementary Curriculum and Instruction provide oversight and guidance to the induction program, while the BTSA Specialist coordinates the day-to-day implementation of the program's design. The program has reinstated an Advisory Board, which, beyond the above-named leadership, includes the Human Resources Coordinator, the Credential Supervisor, the Director of Elementary Curriculum and Instruction, the Director of Accountability and Instruction, English Learner Services, a support provider and a program completer combine to provide district governance and support to the induction program as members of the Advisory Board. A representative from a local Institution of Higher Learning (IHE) additionally serves on the Advisory Board, providing information on teacher preparation programs as requested. The Advisory Board discusses a variety of issues including participant performance, student achievement levels, induction-related legislation, induction requirements, and professional development offerings. Additionally, the Administrator of Curriculum and Instruction and the BTSA Specialist both participate in regional program director professional development and IHE collaboration.

The design of the induction program builds on the skills and knowledge acquired in the preliminary program and takes into account individual teacher needs. This is accomplished through completion of FACT, review of Teacher Performance Assessment (TPA) results, and the participating teacher's self-assessment. A wide array of timely professional development, in alignment with induction program standards and district initiatives, is available to participants, with an emphasis on effective classroom implementation.

Recently the program has been moved from the oversight of the Department of Human Resources to the Department of Educational Services. Administration of the day to day management of the program has shifted from a BTSA administrator to a BTSA Specialist. A reinstated Advisory Board composed of varied stakeholders will now serve as the vehicle through which stakeholder input is gleaned and program information disseminated.

### **Course of Study (Curriculum and Field Experience)**

The CUSD Induction Program uses the Formative Assessment for California Teachers (FACT) as the coursework participating teachers complete over a two year period. FACT is used to build upon the initial preparation and professional development of participating teachers. The system is used to improve teaching as measured by *California Standards for the Teaching Profession (CSTP)* in relation to the state-adopted standards and performance levels for students. The two

year program facilitates the documentation of evidence addressing the Induction Standards. As participating teachers move through the FACT system, they work with a support provider to develop an Individual Induction Plan (IIP) that allows them to apply, reflect on, and modify the instructional practices needed to meet their student's academic needs.

Through the program, participating teachers receive a logically sequenced timeline to follow in order to complete the FACT formative assessment modules in a timely manner. The FACT activities and experiences center on the individual teacher's classroom and his or her students, assuring that participating teachers are exploring their practice and applying their knowledge in an authentic context. Hence, the program design is relevant to the participants' teaching assignment. Interviews with program completers confirm that FACT activities build on their pre-service experience and support the continued development of their teaching practice. In interviews, participating teachers noted that the activities were job embedded, thus allowing practical, authentic application.

Interviews with program completers emphasized how FACT allowed for reflection and opportunities to "dissect" lessons. They additionally shared that the process of plan-teach-reflect-apply is now used in all the work they do, especially with students who are English learners or have special needs. One completer expanded on that thought, stating, "The program has held us accountable to provide services to all our English learners and Special Population students, and such accountability has now ingrained the importance of scaffolding instruction to meet the needs of all the students we serve within us."

The CUSD Induction Program uses a clear, consistent process for selecting and assigning support providers. Teachers interested in becoming support providers must hold a clear credential and have a minimum of three years of experience. They then submit an application, a letter of recommendation from their site administrator, and their last three formal evaluations to the BTSA Specialist. Additional leadership, mentoring or advanced teaching experience is also recognized in the selection process. Applicants are then screened by program leadership, based on application content and past experience. The selection criteria are consistent with the support provider's specified roles and responsibilities. Those that meet the program criteria are offered assignments as support providers: their roles and responsibilities are then clearly defined in a Memorandum of Understanding (MOU) that each individual signs when they are selected to serve as a support providers.

Support providers are matched with a maximum of four participating teachers. At this time, no support provider has more than two participating teachers and most are working with one new teacher. Assignments are determined by the numbers and needs of participating teachers. Every effort is made to match support providers with participating teachers at the same grade level, school site and/or subject matter.

### ***Candidate Competence***

Once identified as eligible for CUSD's BTSA Induction Program, participating teachers receive a brief overview of the program from the Human Resources staff. They then attend an orientation with the BTSA Specialist, which allows them to gain a deeper understanding of their exact credentialing requirements, the support and assistance that will be provided to them, and their responsibilities within the parameters of the program.

The assessment of participants' success in meeting those requirements is documented in participating teachers' portfolios. Collecting evidence in their portfolios over the two years of the program, participating teachers document ongoing application of new learnings and reflect on the impact of that application in regard to both the *California Standards for the Teaching Profession* and the Induction Program Standards. This process ensures that evidence of their competence, under the guidance of their support provider, is captured and also demonstrates their growth over time.

The BTSA Specialist conducts portfolio reviews twice a year, in the fall and in the spring. The reviews allow for the careful assessment of participants' progress toward meeting program requirements. Participating teachers receive clear feedback on the results of the portfolio review, along with documentation of the next steps they need to complete. Assessment of participants' effectiveness is further documented through the use of collaborative logs, reviewed by the BTSA Specialist, which note both the content and process of regular meetings between support providers and participating teachers.

The program consistently monitors and communicates with its participants to ensure they are on track and to see if they need assistance. At the end of the two year program, they attend an exit interview to finalize the two year process.

***Findings on Standards:***

After review of the institutional report and supporting documentation and conducting interviews of candidates, completers, employers, professional development providers, and support providers, the team determined that all program standards are **Met**.