

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Placentia-Yorba Linda Unified School District**

April 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at the Placentia-Yorba Linda Unified School District Crossroads Induction Program. 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 second tier 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	6	0	0

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: Placentia Yorba Linda Unified School District

Dates of Visit: March 2-4, 2015

Accreditation Team

Recommendation: Accreditation

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, 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 and determined whether the standard was met, not met, or met with concerns. The site visit team found that all 8 Common Standards were **Met**.

Program Standards – General Education (MS/SS) Induction

Discussion of findings 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 CTC team found that all 6 Program Standards 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/coaches, 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:

Multiple Subject: Clear Multiple Subject

Single Subject: Clear Single Subject

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Placentia Yorba Linda Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Placentia Yorba Linda 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 Leader:	Audra Pittman San Mateo County Office of Education
Common Standards Cluster:	Conni Campbell Point Loma Nazarene University Janice Pingel San Diego Unified School District
Program Standards:	Karen McLaughlin Sutter County Superintendent of Schools
Staff to the Visit:	Gay Roby Commission on Teacher Credentialing

Documents Reviewed

Common Standards Narrative	Induction Newsletter
Program Standards Narrative	Meeting Agendas
Preliminary Report of Findings	Professional Development PowerPoints
Biennial Reports and CTC Feedback	Organizational Chart
Program Summary	Unit Evaluation Flowchart
FACT Documents	Virtual Evidence website
Module A: Context for Teaching and Learning	Survey Results
Module B: Assessment of Teaching and Learning	Consulting Teacher Time Logs
Module C: Inquiry into Teaching and Learning	Needs Analysis Results
Module D: Summary of Teaching and Learning	Program Assessment Feedback
Reflective Conversations	Field Experience Notebooks
CSTP Self Assessments	Advisement Documents
Induction Standards Self Assessments	Faculty Resume
Follow-up Survey Results	Budget Plan
Early Completion Option documents	Candidate Portfolios

Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	0	12	16	28
Completers	0	14	12	26
Employers	0	15	15	30
Institutional Administration	2	2	2	6
Program Coordinator	1	1	1	3
Professional Development Providers	0	3	3	6
Support Providers	3	11	11	25
Credential Analysts and Staff	1	2	0	3
Advisory Board Members	15	15	15	45
TOTAL				172

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

Background information

The Placentia-Yorba Linda Unified School District (PYLUSD) is located in northeast Orange County. The district serves the cities of Placentia and Yorba Linda as well as portions of Anaheim, Brea, Fullerton, and rapidly developing county territory to the east that reaches to the Riverside County line.

The district's mission is to provide quality educational experiences that develop literate, lifelong learners who can function productively in and contribute responsibly to a diverse, technological, ever-changing and democratic society. PYLUSD maintains its reputation for academic excellence, remains fiscally solvent, and nears the completion of a \$600 million massive facilities modernization and new school construction program.

Student enrollment is 25,092. The district's 34 school sites include 20 elementary schools, five middle schools, a K-8 school, four comprehensive high schools, one special education school, one continuation high school, a K-12 home school, and a 9-12 independent study high school. According to the California Department of Education, student enrollment in 2013-14 included 40.8% white, 40.2% Hispanic or Latino, 12/6% Asian, and 10.4% all other categories.

Education Unit

The Placentia Yorba Linda Unified School District (PYLUSD) is the lead educational agency for the PYLUSD Crossroads Induction Program. While technically housed in the educational services department, the program works collaboratively with the districts' Professional Development

Academy, educational services and personnel services departments, and the Northeast Orange County SELPA.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	30	55	CTC

The Visit

The visit took place at the Professional Development Center of the Placentia Yorba Linda Unified School District. It was conducted from Monday, March 2nd through Wednesday, March 4th. The team consisted of a state consultant, a team lead, two Common Standards team members, and a program sampling team member.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

Findings

The PYLUSD has created and articulated a clear mission and vision for the district. The district aligns their organization around core values that support their employees as they work together to realize the PYLUSD vision and mission. This includes supporting their new teachers and providing them with an induction program aimed at providing the students of their district with a high quality, prepared teacher. Interviews with site administrators highlighted this key component. Program goals are aligned to the district vision and articulated throughout the program. Specific feedback is collected at each monthly advice and assistance meeting through survey questions that are aligned to the district vision, mission, and goals.

Unit leadership, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Multiple groups (Leadership, Advisory Board, Focus Group, Site Administrators, Consulting Teachers, and Candidates) review and analyze program data. From this review, each group provides suggestions for program changes to the Focus Group, which is led by the Induction Coordinator.

Program Leadership has designed the Focus Group Team to focus on improvements and changes to the program. The Focus Group Team meetings are needs based and the number of meetings fluctuates based on improvements and changes needed for the program. The Focus Group Team is self-selected allowing for all stakeholders to be involved in the change/improvement process. The Focus Group and Induction Coordinator narrow and prioritize the suggestions to ensure program changes can be implemented in a timely manner. All program changes are proposed to the Advisory Board, who revise and/or approve the final program changes. This process allows for Unit leadership to have the authority and institutional support to create effective strategies to achieve the needs of all programs and represents the interest of each program within the institution. Members of each stakeholder group participate on the Focus Group. Interviews confirmed the benefits of utilizing this format to ensure improvements are considered and made in the program.

The unit implements and monitors a credential recommendation process that ensures candidates recommended for a credential have met all requirements. Following the portfolio

review process, which includes program components review by a Consulting Teacher, Binder Reviewer, and Program Coordinator, the Clerk reviews the Program Completion Form prior to submitting a recommendation to the District Personnel Office. 100% of Year 2 Candidates are recommended for a Clear Credential.

Consulting Teachers and Candidates reported that the strength of the program lies in the leadership. The Program Coordinator is unwavering in her vision to provide an excellent teacher for all students and the support needed to ensure all beginning teachers in their district are provided this support.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

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

Findings

The Placentia-Yorba Linda Unified School District (PYLUSD) Crossroads Induction Program implements an assessment and evaluation system for ongoing program and unit evaluation and improvement that includes program and state surveys. The survey results are shared with program leadership, advisory board, focus group, site administrators, Consulting Teachers, and Candidates. As confirmed by stakeholder groups interviewed, this information is discussed with Focus Group Leaders on an as-needed basis, Advisory Board Members twice a year, and Consulting Teachers on a monthly basis to determine necessary changes in the PYLUSD Crossroads Induction Program design, implementation, and formative assessment training.

A review of biennial reports and other program documents indicate that the Placentia-Yorba Linda Unified School District (PYLUSD) Crossroads Induction Program collects, analyzes, and utilizes program survey data from Candidates and Consulting Teachers at the beginning of the year, mid-year, and at the end of the year, and from site administrators at mid-year and end-of-year. A collection of Formative Assessment of California Teachers (FACT) documents provides data on Candidate and program completer performance. Interviews with advisory board members, site administrators, and Consulting and Candidates corroborate that this data is collected, analyzed, and used in program decisions.

The program provided evidence of ongoing and comprehensive data collected from local surveys, professional development feedback, Participating/Consulting Teacher engagement data, focus student data, and student improvement on summative assessments as shown on Individual Induction Plans. Data is also collected that is related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. Interviews confirmed that all data collected is used for program improvement purposes through a well-defined process that involves a variety of stakeholder groups. Interviews with Consulting and Candidates confirmed

that Formative Assessment for California Teachers (FACT) is used by all Candidates to document evidence of candidate competence.

During Induction Portfolio Review meetings, the Leadership Team reviews documentation of standards-based instructional strategies, support, program concerns, and completion of credential requirements. Portfolios, which include electronic documents as well as hard copy binders, are monitored and reviewed by various program personnel: weekly by assigned Consulting Teachers, monthly at Advice and Assistance meetings, and formally twice a year by binder-review Consulting Teachers, and at the end of the year by the Induction Coordinator. In addition, Candidates are asked to identify additional support required or possible changes to the program to ensure their success. This information is discussed with Focus Group Leaders, Advisory Board Members, and Consulting Teachers to determine necessary changes in the PYLUSD Crossroads Induction Program design, implementation, and formative assessment training. Interviews with the Director of Personnel, Director of Categorical Programs and Curriculum, Advisory Board members, Consulting Teachers, Candidates, and Program Completers all highlighted the binder review process as pivotal to facilitating and documenting candidate performance.

Interviews substantiated that the PYLUSD Crossroads Induction Program provides an opportunity for all teachers to work collaboratively therefore improving the district as a whole. Teachers are no longer working in silos and the process of supporting new teachers has strengthened the veteran teaching staff as well.

Candidates and CTs confirmed they are afforded the opportunity to participate on any and all focus groups intended for program improvement. Both groups verified that their opinions and ideas are both sought out and valued in improving the overall program.

Standard 3: Resources

Standard 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

The Placentia Yorba-Linda Unified School District allocates general funds each school year to support the Induction Program. A review of the program's budget plan verifies that funds provided by the school district support the costs of Induction Program personnel, which includes a designated program coordinator, a program secretary, professional development providers, Consulting Teachers, substitute teachers for release time, professional development for Candidates and Consulting Teachers, office space and a fiscal coordinator.

Employment of an annual fee of \$1,200.00 for each Candidate ensures that sufficient resources are allocated and coordinated between district and Induction personnel to meet program needs, with the candidate contribution off-setting/paying the stipend of field-based supervision. Interviews confirmed that program needs are considered during annual budget monitoring to make revisions and adjustments. Interview evidence clarified that the Induction Program Coordinator participates in annual budget allocation discussions in order to ensure sufficient resources can be allocated for program needs each year.

Interview evidence and program documentation supports that there are sufficient personnel to administer the responsibilities of the program, including administrative personnel, field-based supervision of candidates and professional development providers. Professional development is provided through full-time district employees as well as professional consultants.

Program personnel include a program coordinator, program secretary, professional development providers, Consulting Teachers, substitute teachers for release time, and a fiscal coordinator. Although resources are sufficient to support the current program, one piece that is lacking is the ability to support new Special Education Teachers. Interviews of all stakeholders confirmed the need to provide an Education Specialist Program to provide equitable support for all students and all new teachers to the district.

Standard 4: Faculty and Instructional Personnel

Standard Met

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

Findings

A review of documents and in-depth interviews indicate that PYLUSD Crossroads Induction program selects Consulting Teachers (CTs) and Professional Development Providers (PDPs) using multiple criteria including applications, resumes, and confidential recommendations.

Consulting Teachers, whose responsibilities include mentoring Candidates and leading Portfolio (Binder) Review are either current employees within the district, or have retired from the district. As evidenced by PowerPoint presentations, sign-in sheets, and interviews, Consulting

Teachers receive both initial and ongoing training in current best practices that are in alignment with the district's initiatives. Interviews confirmed that district leadership reviews Consulting Teacher candidates who are recommended by the program staff for final selection.

Confidential administrator recommendation forms, that are completed prior to hiring Consulting Teachers, indicate a required number of skills, including a firm grasp of content standards and accountability systems. Interviews indicated that the Program Coordinator, the Directors of Personnel and Categorical Programs and Curriculum make a joint decision as to the selection of Consulting Teachers.

Professional Development Providers (PDP) are made up of PYLUSD instructional specialists who currently work with and coach classroom teachers in their area of expertise. Outside educational consultants are used to provide optional professional development activities once a year. Sample topics that have been addressed in the past include, but are not limited to, engagement strategies, supporting English Learners, and supporting students with disabilities. Prior to their use as a PDP, educational consultant PDP provide a resume/bio that reflects that they have current knowledge in the content they teach, as well as the context of public schooling.

Professional Development Providers receive a copy of their evaluations provided by professional development participants (Candidates and Consulting Teachers) to improve practice for future workshops. In addition, the Induction Focus Group, made up of self-selected Consulting Teachers, Candidates, and Program Leadership, as well as the Advisory Board, meets to propose changes to professional development offerings based on survey and evaluation data.

As evidenced by interviews and program documents, program personnel are hired using fair hiring practices. Notices for jobs are posted on EDJOIN, and Personnel team members attend recruitment events and participate in job fairs. Program personnel hold CLAD/BCLAD credentials, or have 2042 teaching credentials, which have prepared them to work with diverse populations. Interviews conducted verified the support provided to Candidates by Consulting Teachers as related to supporting students of diverse populations. Candidates were able to verify support received by their Consulting Teaching around working with diverse populations.

Program and district personnel collaborate regularly through emails, staff meetings, and cluster/district collaboration meetings. An Advisory Board, consisting of IHE representatives, site administrators, Consulting Teachers, Candidates, Professional Development Providers, District Leadership, Program Completer, Teacher Union Representative and Credential Analysts meets twice a year to review program implementation, provide recommendations for improvement, and finalize/approve final program changes. Interviews also confirmed that the Advisory Board participates in the review of the professional development provided and gives suggestions for future professional development.

PYLUSD Crossroads Induction Program requires initial and ongoing professional learning for Consulting Teachers, through monthly FACT trainings and Fall and Spring professional

development sessions. Interviews indicated that the CTs receive continuous feedback on their effectiveness through conversations and emails from the Program Coordinator, at monthly meetings, from fellow CTs, from their Principal and from Candidate surveys.

Monthly Advice and Assistance meetings also assist the Consulting Teachers and district-employed professional development providers in maintaining a regular schedule of professional development built around their own teaching assignments or areas of expertise in order to hone their skills as teachers/trainers, be kept up-to-date on current research and practice, and serve as role models for Candidates. Interviews with various stakeholders confirm that monthly Advice and Assistance meetings serve multiple purposes. CTs and Candidates are afforded time to review FACT documents and expectations, professional development is provided centered around the CSTPs and Candidate/CT pairs share mentoring conversations based on the particular needs of each Candidate.

Specific criteria, based on district initiatives, are used to evaluate Professional Development Providers. The Program coordinator attends each training for the entire day, monitoring that all goals for the training are met. PYLUSD PDP are retained when positive feedback from Candidates and Consulting Teachers is received. Outside PDPs are invited to return only when participants' evaluations are favorable with a majority of participants rating the training overall as good (score of 4) or excellent (score of 5). The Program Coordinator meets with outside PDPs to review feedback data and discuss future participation in the program.

Standard 5: Admission

Standard Met

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

Findings

Interviews with HR director, program director and the credential analysts confirm that the PYLUSD Crossroads Induction Program has a streamlined admission process in place to ensure that each Candidate is eligible and subsequently enrolled in the program.

A credential analyst is assigned annually for initial advisement of Candidates and admission into the program is based on eligibility. Candidates complete an Induction Information Form upon hire and a copy of the form, along with a copy of the teacher's credential is given to the Program Coordinator. The Program Coordinator then verifies eligibility and ensures that the new teacher attends an orientation breakfast, are assigned a Consulting Teacher, attend mandatory monthly advice and assistance meetings and utilize a support website that provides clear guidance for successful participation in the Induction program. The Induction Coordinator, Personnel Department and Educational Services department collaborate on the

hiring and program admission process. Interviews conducted with the credential analysts supported the review process that all new hires are evaluated in relation to eligibility and provided with the opportunity to enroll in the program in a timely basis. Collaboration with the Orange County Office of Education ensures no new hire falls through the cracks in relation to clearing his/her credential.

The Induction Information Form also includes a questionnaire for the Candidate to complete in order to best match them with a Consulting Teacher (CT). Interviews with Candidate and Site Administrators indicated that they had some choice as to with whom the Candidate would be matched, but initial pairings are the responsibility of the program coordinator.

The first module of FACT, the district's formative assessment system, asks the Candidate to tap into their pre-service experience to determine areas of strength and areas of growth, thereby building a bridge between the preliminary and induction programs. The Advisory Board also indicated a desire for a true "pre-employment in-service" upon hiring Candidates so they get inculcated into the culture of PYLUSD before teaching begins.

District demographic data indicates that although the candidates closely match the demographics of the current teaching force, they do not yet represent the demographics of the student population. The data shows a slight improvement in hiring teachers of a diverse background. Interview data suggested that the district is focusing on improving diverse hiring practices.

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

Interviews with the program coordinator, the HR director, and district credential analysts confirm that PYLUSD's certificated credential analysts are the first to advise PYLUSD Crossroads Induction candidates upon hire. At that time, potential program applicants are informed of Induction Program criteria via an informative brochure, Induction Frequently Asked Questions sheet, and a New Hire Notification form. As part of the hiring process, the credential analyst confirms all credentials held by each teacher, and forwards the information to the Induction Program Coordinator. The Induction Program Coordinator initiates communication with the Candidate through an email invitation to attend a scheduled New Hire Orientation and Breakfast, as well as the first Monthly Meeting, where the program leadership team informs all candidates of their responsibility to collect evidence of their reflective practice and document the progress they make toward achieving a Clear credential through completion of the

Formative Assessment for California Teachers (FACT) system. A review of program documents, and interviews with Consulting Teachers and Candidates, confirm that Consulting Teachers are assigned to Candidates, based on defined criteria and a personality inventory, and provide ongoing advisement and assistance regarding academic, professional and personal development throughout the program.

Review of evidence demonstrated that PYLUSD Crossroads Induction Program provides appropriate information to guide each candidate's attainment of all program requirements. Candidates are provided frequent information regarding attainment of program requirements on various platforms throughout the year, such as: Advice and Assistance meeting presentations, Professional Development workshops, The PYLUSD Crossroads Induction website, The PYLUSD Crossroads Induction FAQ page, A Year in the Life of a BTSA Teacher table, BTSA and FACT Tutorial Videos, Group and individual emails, and comments on FACT documents.

Monthly Advice and Assistance meetings also assist the Consulting Teachers and district-employed professional development providers in maintaining a regular schedule of professional development built around their own teaching assignments or areas of expertise in order to hone their skills as teachers/trainers, be kept up-to-date on current research and practice, and serve as role models for Candidates. Interviews with various stakeholders confirm that monthly Advice and Assistance meetings serve multiple purposes. CTs and Candidates are afforded time to review FACT documents and expectations, professional development is provided centered around the CSTPs and Candidate/CT pairs share mentoring conversations based on the particular needs of each Candidate.

Careful monitoring of Candidate performance through portfolio checks, review of attendance rosters, FACT work, and fieldwork helps guide advisement and ensures only those Candidates suited for entry or advancement in the education profession remain in the program. The PYLUSD Crossroads Induction Program monitors successful completion of a candidate's credentialing program through a binder review checklist and a formal Induction Binder Review held twice a year. At this time, individual conferences are held with a member of the Leadership Team to review the Induction Portfolio and all evidence to verify each Candidate's progress toward completion of the program. Evidence reviewed includes a Verification Form that is completed to substantiate successful completion of formative assessment requirements, submission of materials, and attendance at planned meeting days with the Consulting Teacher. Interviews with program leadership also affirmed that only those candidates who have successfully completed all program requirements are determined to be suited for entry or advancement in the education profession.

Each Candidate identifies areas of strengths, growth, support needed, and next steps on a Binder Review Form. Candidates who are in danger of falling behind in Year Two are given a Third Year Application that documents next steps and possible remediation or pacing suggestions to ensure they are fully aware of the timeline required to complete the Induction Program in two years. Only Candidates who successfully complete all requirements are recommended for the Clear Credential.

Candidates reported their appreciation of the program, specifically the support and guidance they receive from their CT. Candidates also reported that they appreciate the provisions made by the site administrators to relieve them from extra duties. Candidates, CTs, and site administrators confirm the relationships between Candidates and CTs are a strength of this 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

Both program documents and interviews with stakeholders verify that the Placentia Yorba-Linda Crossroads Induction Program leadership works collaboratively with district office personnel and site-based administrators to design and implement a planned sequence of field-based experiences so that candidates develop the necessary skills to effectively teach P-12 students.

The Induction program collaborates with site administrators and district office administrators for selection of effective clinical personnel, or Consulting Teachers (CT). Program documents and interview evidence confirmed that CTs who apply are recommended by their site principal and then follow a process of review by current Consulting Teachers and District Office Administrators in order to earn the role of Consulting Teacher. A one-page reapplication is required each year for a CT who wishes to remain in the position.

The Formative Assessment for California Teachers (FACT) system is used to demonstrate and evaluate the planned sequence of field-based experiences and the P-12 student achievement of academic standards. Evidence at the site visit confirmed that Candidates document their field-based experiences, growth plans and student achievement data in binders that are formally reviewed and evaluated twice yearly, and candidates receive written feedback from Consulting Teacher binder reviewers.

There is formal, annual evaluation of Induction program effectiveness to show that Candidates (Candidate) are demonstrating knowledge and skills that increases their effectiveness for P-12 students. Those evaluations include Candidate surveys, questionnaires, feedback from professional development sessions and focus group data all reviewed by the Induction Advisory Board. Interviews with CT and site administrators confirm that analysis of Candidate Inquiries from the FACT system is utilized to determine P-12 student growth.

Required Advice and Assistance meetings and other professional development offerings include content about teaching strategies for diverse student populations. Sessions include comparing student achievement data of diverse populations, bias training and issues of equity. Full-time content specialists are also available to work closely with candidates who serve at-risk student populations. Candidates implement these teaching strategies in their field-based experiences to specifically address the needs of a diverse student population with Consulting Teacher feedback aimed at improving student learning. When the Candidate's own classroom does not provide a diverse student population, the program ensures that Candidates implement the strategies appropriate for English Learners (EL) and Students with Special Needs with other students within their own classroom who may be at-risk. They also participate in the RTI process being implemented at their school site, or teach the EL and Students with Special Needs in their CT's classroom. Interviews confirmed that Candidates spend time in other classrooms where English Learners and Students with Special Needs can be observed. CTs and Candidates reported that there are resources available online to support the teaching of English Learners as well as opportunities to practice those strategies during the monthly Advice and Assistance meetings. One Candidate confirmed in the absence of an English Learner he had to gather achievement data on other English Learners across the district to plan appropriate teaching strategies to meet the needs of those students as part of his portfolio. Site administrators confirmed providing Candidates opportunities to observe and work with English Learners and Students with Special Needs outside of their classroom should this population not exist in their specific classroom. In addition, professional development providers focus on the teaching of a diverse population in their Advice and Assistance meetings as well as support from the district ELD Coordinator/PDP.

Candidates facilitate student data conversations with their site administrator and Consulting Teacher to ensure they are addressing student growth and differentiating instruction. Candidate's strengths are highlighted and both the CT and the site supervisor provide support for the candidate on an as-needed basis.

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.

Not Applicable

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

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

Findings

Candidates demonstrate professional knowledge and skills necessary to educate and support effectively all students through the use of the FACT System and a summative portfolio submission of the CSTP. Interviews confirmed the FACT System and summative portfolio are integral parts to the program. Portfolios were reviewed and CTs and Candidates confirmed the extensive portfolio review process.

Every portfolio must include the Context for Teaching and Learning, Assessment of Teaching and Learning, Inquiry into Teaching and Learning, and Summary of Teaching and Learning. The FACT System is used as designed with adaptations to ensure alignment with district goals and initiatives. This was confirmed through program leadership and review of portfolios. Candidates commented on how they appreciated the efforts of the program to make the FACT work authentic and meaningful. Candidates reported that the Inquiry helped them to expand and think more deeply about their practice by stepping outside of their comfort zone.

Candidates report and feedback on documents confirm candidates are provided useful feedback throughout the two years to ensure they are meeting the program standard and expectations of the CSTP. Feedback is communicated by sharing of FACT documents in an on-line format, weekly CT/Candidate meetings, monthly Advice and Assistance meetings and through a variety of informal meeting times. It is at these meetings that program completion is monitored and reviewed. There are two formal occasions of program completion review per year that candidates and their CTs prepare for, the mid-term review and the final review. It is during these sessions when CTs review the binder documentation of candidates who are not their own, also giving feedback as to the completeness of candidate's documentation. Program leadership reported and site administrators affirmed during interviews that candidates who need more time to complete their Induction program are afforded an additional year in order to support each candidate's success.

Every Candidate's portfolio is reviewed at various levels by three reviewers (Consulting Teacher, Official Binder Reviewer, and Program Coordinator). Careful monitoring of Candidate performance through portfolio checks, review of attendance rosters, FACT work, and fieldwork helps guide advisement and ensures only those Candidates suited for entry or advancement in the education profession remain in the program. The PYLUSD Crossroads Induction Program monitors successful completion of a candidate's credentialing program through a binder review checklist and a formal Induction Binder Review held twice a year. At this time, individual conferences are held with a member of the Leadership Team to review the Induction Portfolio and all evidence to verify each Candidate's progress toward completion of the program. Evidence reviewed includes a Verification Form that is completed to substantiate successful completion of formative assessment requirements, submission of materials, and attendance at

planned meeting days with the Consulting Teacher. Interviews with program leadership also affirmed that only those candidates who have successfully completed all program requirements are determined to be suited for entry or advancement in the education profession.

Program Report General Education (Multiple/Single Subject) Induction

Program Design

The design of the Placentia Yorba Linda Unified School District (PYLUSD) Crossroads Induction Program builds on the skills and knowledge acquired in the preliminary credential program. They have had the unique opportunity to partner with CSU Fullerton since its inception as a BTSA Program in 1992. Interviews with IHE representatives, Candidates, Consulting Teachers, site, district and program leadership confirmed that the PYLUSD Crossroads Induction Program incorporates a relevant, logically sequenced structure of extended preparation using the *Formative Assessment for California Teachers* (FACT) system. This process includes review of TPA results, Consulting Teacher observations, and the candidate's self-assessment. Stakeholders shared that the PYLUSD Crossroads Induction program includes a purposeful process for aligning district goals and priorities with the goals and design of the program. District leadership is clear in their efforts to work together to ensure that the best possible experience is provided to candidates and that there is ongoing investment in infrastructure to ensure long-term program support with positive outcomes.

Program leadership, with input and support from the district's Professional Development Providers, designs monthly professional development based on the needs of the Candidates and aligned to the overall program and district goals. Candidates attend these sessions with their Consulting Teachers. Program leadership works closely with the Educational Services department to determine which professional learning opportunities will be most supportive of both beginning and veteran teachers in the district. In addition, site administrators are actively engaged in the process and often set up observations for their candidates and/or arrange for them to attend as many of the professional development offerings as possible.

At the point of hire, all qualified candidates are given access to the PYLUSD Crossroads Induction Program. To keep the program effective, the program has many structures in place to give and receive feedback. Interviews with the Advisory Board verified that they meet two times per year to evaluate program data, implement continuous improvement efforts, review policies, and make programmatic decisions. The Advisory Board is comprised of district administrators, site administrators, Consulting Teachers, Candidates, the district's credential analysts, and Institute of Higher Education (IHE) representatives. Advisory Board members expressed positive feelings about being part of a community that supports the Induction program, helps make connections with other district and site initiatives, and evaluates program effectiveness.

The program coordinator provides day-to-day coordination and leadership within the school district. The Program Coordinator communicates such things as training schedules, professional development materials, document collection, ongoing Professional Development Provider evaluations, as well as personally going to each site to meet with site leadership. In addition, an Induction Focus Group comprised of self-selected Consulting Teachers, Candidates, and Program Leadership also meets as needed to discuss program

changes.

Stakeholders provide their input through various methods including: participating in the mid-year and end of the year surveys; participating in monthly meeting/professional learning evaluations; and one-on-one communication through email and/or phone. Stakeholders shared that their input is taken very seriously, and that the program is very responsive to feedback. They shared that the PYLUSD Crossroads Induction Program continuously changes to respond to needs and ensure the induction experience is both current and relevant.

Course of Study

The PYLUSD Crossroads Induction Program uses the *Formative Assessment for California Teachers* (FACT) to guide candidates through the process of clearing their credentials. FACT provides a structure for individualized support between candidates and their Consulting Teachers to engage in reflection, problem solving, and goal setting. Candidates meet with their assigned Consulting Teacher a minimum of one hour per week, as evidenced by program surveys and verified by interviews with candidates. Throughout the formative assessment system, multiple opportunities are provided for candidates to learn and demonstrate their knowledge, understanding and application of CSTP and Induction Standards, which include reflective conversations, self-reflection, observations, three inquiries, and collaboration with peers. In addition, Candidates measure their teaching practice against the Continuum of Teaching Practice (CTP), which is based on the CSTPs. Interviews with Candidates highlighted the benefits of collaboratively reflecting upon growth and practice over time.

With the support of their Consulting Teacher, candidates develop and implement an Individual Induction Plan with a CSTP growth goal to apply effective concepts and pedagogical practices in their classroom. The candidates demonstrate application of the state-adopted academic content standards and performance levels for all students as they support equity and diversity, and use technology and academic rigor to advance student learning.

The PYLUSD Crossroads Induction Program offers professional development by trained presenters, which focus on candidates' needs, district goals, and the Induction Standards. All stakeholders including site administrators, district leadership, advisory board members, consulting teachers, and candidates emphasized the advantage of participating in an Induction program that is aligned with a district rich in professional development opportunities.

Interviews with candidates confirmed that the practical knowledge gained in the professional development sessions and the Advice and Assistance meetings, the support provided through weekly coaching sessions and observations, and the process of completing the formative assessment work enables them to embed the CSTP and Induction standards into everyday teaching practice, which they will carry into their future teaching practice as well.

Candidate Competence

Candidates in the PYLUSD Crossroads Induction Program are provided with several formative and summative feedback opportunities as they progress towards completion of the

competency requirements. Information regarding candidate competency was confirmed by interviews with the Consulting Teachers, completers and candidates, examination of induction portfolios, and induction completion documents.

A review of portfolios and through interviews with Candidates and Consulting Teachers it was verified that Candidates receive a timeline and the necessary documents for providing evidence of their work. These documents when completed by Candidates, compile a portfolio of work that is checked throughout the two years by their Consulting Teacher, Binder Review Member, and the Program Coordinator. Careful monitoring of Candidate performance through portfolio checks, review of attendance rosters, FACT work, and fieldwork helps guide advisement and ensures only those Candidates suited for entry or advancement in the education profession remain in the program. The PYLUSD Crossroads Induction Program monitors successful completion of a candidate's credentialing program through a binder review checklist and a formal Induction Binder Review held twice a year. At this time, individual conferences are held with a member of the Leadership Team to review the Induction Portfolio and all evidence to verify each Candidate's progress toward completion of the program. Evidence reviewed includes a Verification Form, which is completed to substantiate successful completion of formative assessment requirements, submission of materials, and attendance at planned meeting days with the Consulting Teacher. Program leadership reported and site administrators affirmed during interviews that candidates who need more time to complete their Induction program are afforded an additional year in order to support each candidate's success.

Findings on Induction Program Standards

After review of the institutional report and the supporting documentation and after conducting interviews of candidates, program completers, faculty, employers and Consulting Teachers, the team determined that all six (6) program standards were **Met**.